

Strategic Plan

State Board of Education

Missouri Department of
Elementary and
Secondary Education

October 2001



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Strategic Plan

Executive Summary

Vision Statement: "Making a positive difference through education and service"

The Department of Elementary and Secondary Education is a team of dedicated individuals working for the continuous improvement of education and services for all citizens. We believe that we can make a positive difference in the quality of life for all Missourians by providing exceptional service to students, educators, schools and citizens. We believe that, by 2008, Missouri's public education system will rank among the top 10 in the nation.

Mission Statement: We provide leadership and promote excellence.

We

Champion high-quality public education

Advocate equity for every learner

Develop school leaders and other educational team members

Establish standards that demand excellence and build a solid foundation for lifelong learning, workplace skills and citizenship

Evaluate program and policy effectiveness

Share best practices

Carry out programs with the least administrative burden and cost

Assist persons with disabilities by providing individualized support and services

Create a caring workplace that fosters teamwork and personal and professional growth

Value Statements: We promise to greatly exceed customers' expectations.

We

Listen to those we serve in order to improve our operations and adapt to changing needs

Forge partnerships to improve our services

Value each employee's contribution to achieving the mission

Key Outcomes, Objectives & Programs

I. Key Outcome: Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

Key Objectives

1. Increase from 68 to 90 percent the number of students who score “satisfactory” or above on the third-grade reading component of the MAP, by 2008.
2. Reduce the percentage of students scoring at the “step 1” and “progressing” achievement levels on MAP by 5 percent each year (four core content areas and all grade levels).
3. Decrease the gap in achievement scores (four core content areas and all grade levels) between racial/ethnic-minority students and non-minority students by 75 percent by 2008, while increasing the performance of all students.
4. Maintain at no less than the current rate of 95 percent the number of Missouri public school classes taught by teachers with appropriate grade and subject certification.

Key Programs/Services: Missouri School Improvement Program, Success Teams, Academically Deficient Schools, Regional Professional Development Centers, SuccessLink, Missouri Assessment Program Professional Development, Summer School Funding, Technology Grants, Project Construct, Practical Parenting Partnerships, Read to Be Ready Grants, Reading Success Network, Missouri Reading Initiative, Missouri Middle School Mathematics Project, Missouri Elementary Science Connection, Temporary Authorization Certificate, Alternative Teacher Preparation Program, Special Education and Counselor Tuition Reimbursement, Career Ladder, JOBS Web Site, National Board Certification Support, New Teacher Support, Mentoring New Teachers

II. Key Outcome: Increased percentage of children entering school ready to succeed

Key Objectives

1. Increase from 47 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services, by 2005.
2. Increase the availability of school-based, DESE-supported quality care and education services for children ages three to five by 8 percent, by 2005. (Measure: Number of children served in the Missouri Preschool Program, Title I preschools, and Early Childhood Special Education services)
3. Increase from 78 to 85 percent the number of public school kindergarteners attending full-day programs, by 2005.

Key Programs: Parents as Teachers (PAT), First Steps, Missouri Preschool Program, Title I Preschools, Early Childhood Special Education Services, Full-day Kindergarten

III. Key Outcome: Increased percentage of 18-year-olds with a high school diploma or GED (General Educational Development certificate)

Key Objectives

1. Decrease the state's annual dropout rate to 4 percent by 2005.
2. Increase from 94 percent to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military, by 2006.

Key Programs: A+ Schools, "Line 14" funds for at-risk programs, Alternative Vocational Learning Centers, Missouri School Improvement Program, Vocational Rehabilitation-Transition from School to Work Program, Read to Be Ready, Title I, School and Business/Community Partnerships, Caring Communities, English-as-a-Second-Language Programs, High Schools That Work, Comprehensive Guidance Program, Secondary Vocational Education Programs

IV. Key Outcome: Improved performance of career preparation, employment, work force advancement, and independent living programs

Key Objectives

1. Increase the percentage of students who report that they have achieved their goals in the Adult Education and Literacy Program, with emphasis on pre-post test scores and performance of English-as-a-Secondary-Language (ESL) students.
2. Increase the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services, from 70.7 percent to 71 percent, by 2003.
3. Maintain a decision accuracy rate of 96 percent and a "turn-around" time of 86 days or less in processing an estimated 79,500 Social Security Disability claims by the end of the fiscal year 2002.
4. Increase performance of vocational-technical education programs at the post-secondary and adult levels.
5. Increase performance of vocational-technical education programs at the secondary level.
6. Increase the number of persons with significant disabilities who receive Independent Living Services by 20 percent, from 6,598 (FY 2001) to 7,980, by 2003.

Key Programs: Adult Education and Literacy, Missouri AEL Resource Center, GED Online, Family Literacy with ESL Focus, Vocational Rehabilitation Services, Social Security Disability Determinations Services, Independent Living Services, Post-secondary Vocational Education Programs, Secondary Vocational Education Programs, Vocational-Technical Enhancement Grants, Tech Prep/Applied Academics, A+ Schools, High Schools That Work, Missouri School Improvement Program, Transition from School to Work Program, Community Rehabilitation Programs, Supported Employment Programs

Participants in the 2001 Planning Process

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I. KEY OUTCOME

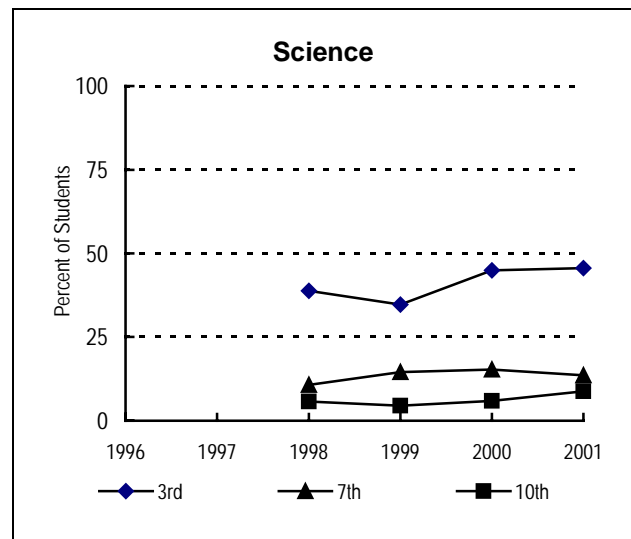
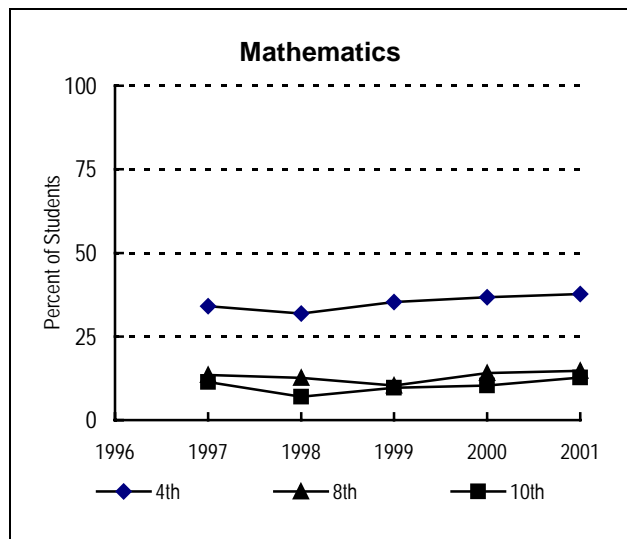
Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

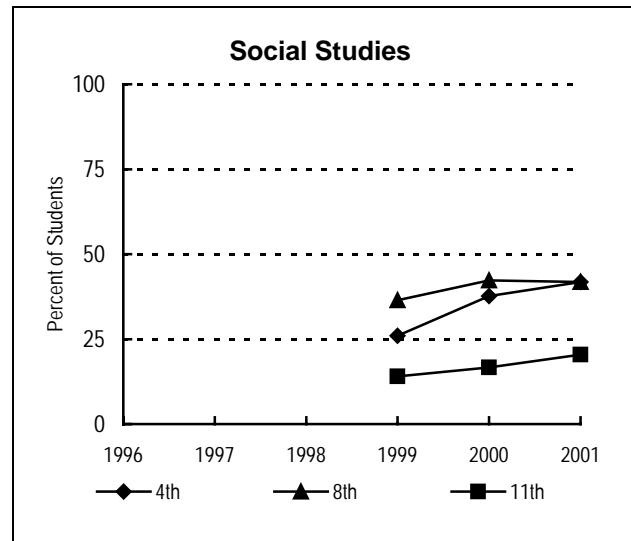
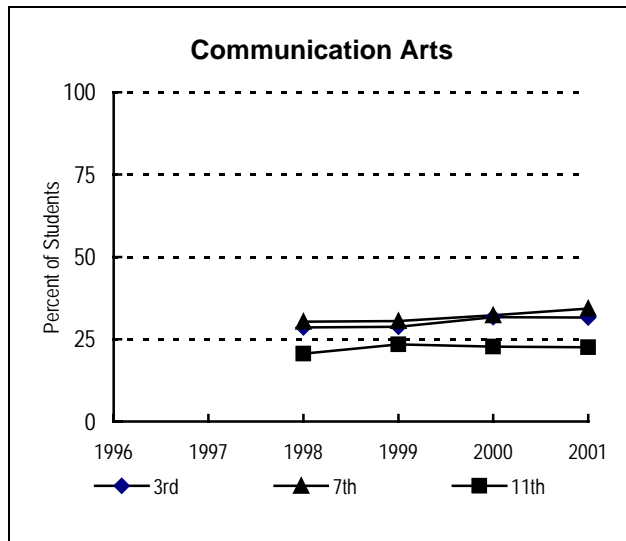
What's the trend?

The 2001 MAP results continue to show that the majority of Missouri students are not yet scoring at the “proficient” level. However, the percentage of students scoring at the proficient level or above increased or stayed the same from the previous year at many grade levels and subject areas. While there were very slight (less than one or two percent) decreases from 2000 to 2001 in the percentages of students scoring at the top two levels in grade 7 science and grade 8 social studies, there were

(continued on page 2)

Percent of students scoring in top two levels (“proficient” and “advanced”) on the Missouri Assessment Program



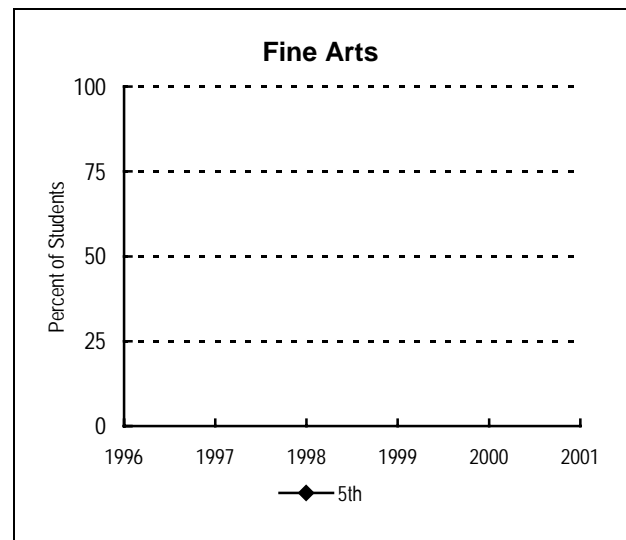
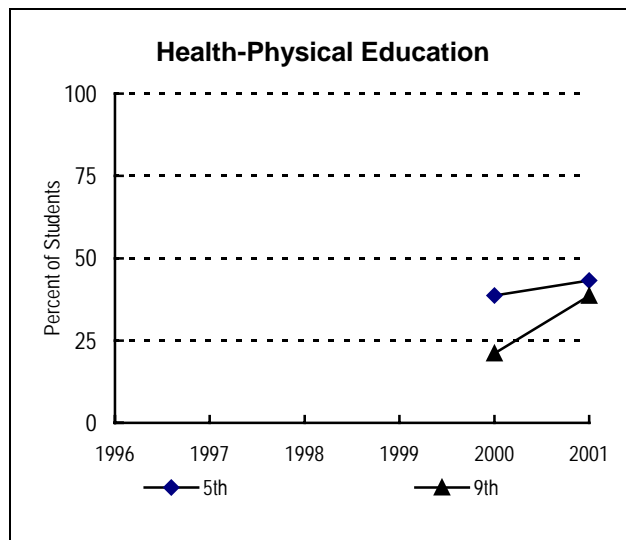


What's the trend? (continued from page 1)

substantial gains in mathematics and science at grade 10, in communication arts at grade 7, in social studies at grades 4 and 11, and in health/physical education at grades 5 and 9.

Elementary students continue to out-perform secondary students on the MAP, but secondary students made impressive gains from 2000 to 2001.

Most importantly, longitudinal data show slow but steady increases in the percentages of students scoring at the proficient level or above for almost every grade and subject area assessed.



PERCENT OF STUDENTS SCORING "PROFICIENT" OR ABOVE ON MAP	1996	1997	1998	1999	2000	2001

MATHEMATICS						
Grade 4		34.1%	31.9%	35.3%	36.7%	37.7%
Grade 8		13.5%	12.6%	10.3%	14.1%	14.7%
Grade 10		11.4%	7.0%	9.7%	10.3%	12.7%
SCIENCE						
Grade 3			38.8%	34.7%	44.9%	45.6%
Grade 7			10.7%	14.5%	15.3%	13.6%
Grade 10			5.7%	4.5%	5.9%	8.8%
COMMUNICATION ARTS						
Grade 3			28.6%	28.8%	31.7%	31.6%
Grade 7			30.3%	30.5%	32.3%	34.3%
Grade 11			20.6%	23.4%	22.8%	22.6%
SOCIAL STUDIES						
Grade 4				26.0%	37.7%	41.8%
Grade 8				36.4%	42.3%	41.8%
Grade 11				14.0%	16.7%	20.4%
HEALTH-PHYSICAL EDUCATION						
Grade 5					38.7%	43.2%
Grade 9					21.1%	38.6%

PERCENT OF STUDENTS SCORING "PROFICIENT" OR ABOVE ON MAP continued	1996	1997	1998	1999	2000	2001
FINE ARTS						
Grade 5						

SOURCE: Missouri Assessment Program, September 2001

ABOUT THE MEASURE: The Missouri Assessment Program assesses attainment of the Show-Me Standards at the elementary-, middle- and high-school levels. Math results for 1997, science and communication arts results for 1998, social studies results for 1999, health-physical education results for 2000, and fine arts results for 2001 are based on voluntary administration of the assessment by about 350 of 524 school districts. All districts participated in mandatory administration of the math assessment since 1998, the science and communication arts assessments since 1999, the social studies assessment since 2000, and the health-physical education assessment since 2001. The fine arts assessment (grade 5) was available for voluntary administration in 2001; however, results will not be available until later this year. Mandatory administration of the fine arts assessment, which was scheduled for 2002, has been postponed because of state budget cuts.

The math, communication arts, science and social studies assessments consist of three types of items: 1) multiple-choice, machine-scored items, including questions from the nationally normed "TerraNova" test, 2) "constructed-response items," which require students to supply (rather than select) answers, and 3) performance events, which require students to demonstrate what they know and work through more complicated problems or issues. A student's score on MAP is based on the combined results of the three types of items.

Student performance on the MAP is reported on a five-step scale: Step 1 (lowest), Progressing, Nearing Proficient, Proficient, and Advanced. The state's goal is for students to score at the "proficient" level or above in every subject and every grade. Increases in percent of students in the top two levels as well as decreases in the lowest two levels are monitored and considered in the Missouri School Improvement Program accreditation process.

In most grades, 97 or 98 percent of students took the 2001 MAP exams, including those with learning disabilities or other learning problems. The MAP-Alternate (MAP-A), a portfolio-based assessment, has been developed for students whose disabilities are so severe that they are not able to participate in the regular MAP testing. The MAP-A system evaluates students' progress toward their IEP (Individual Education Plan) goals and related Show-Me Standards.

Why is this outcome important?

The Missouri Assessment Program was developed to evaluate students' progress toward 73 rigorous academic standards, known as the Show-Me Standards, which define the "knowledge, skills and competencies" that Missouri students should obtain before graduating from high school. The Outstanding Schools Act, passed by the Missouri General Assembly in 1993, required development of the standards and assessment program. The State Board of Education adopted the Show-Me Standards in January 1996. Assessments in six subject areas, designed to test not only what students know but how well they can apply that knowledge, are being phased in, beginning in 1998. Local districts are held accountable for students' performance on the assessments through the Missouri School Improvement Program.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from most states take the National Assessment of Educational Progress (NAEP). Missouri students generally tend to score slightly higher on NAEP assessments than students from the nation as a whole. Data from the most recent administrations of the NAEP reading, mathematics and science assessments show that Missouri's average scores are slightly higher than the national averages, while Missouri's writing score was just a few points below the national average.

Also, the MAP math, science, communication arts and social studies assessments all include a set of items taken from a nationally normed, multiple-choice test, called the TerraNova. Results show how Missouri students perform compared with other students nationwide. Missouri students exceed the national median (50th percentile) in every subject and every grade. In 2001, Missouri student scores increased in six of the 12 grade-subject areas and held even in the other six.

Missouri student performance on TerraNova section of MAP (median national percentiles)	1996	1997	1998	1999	2000	2001
MATHEMATICS						
Grade 4		56.3	56.1	58.6	61	62
Grade 8		58.3	56.2	58.9	59	60
Grade 10		65.2	66.1	67.8	70	70
SCIENCE						
Grade 3			63.5	66.7	70	70
Grade 7			55.2	58.6	59	60
Grade 10			63.8	64.3	66	66
COMMUNICATION ARTS						
Grade 3			56.2	57.7	59	61
Grade 7			53.7	57.8	59	59
Grade 11			58.5	61.5	61	63
SOCIAL STUDIES						
Grade 4				61.7	66	67
Grade 8				61.9	64	64
Grade 11				59.3	61	61

SOURCE: Missouri Assessment Program, September 2001

What factors influence this measure?

Teacher quality

Classroom instruction and curriculum alignment

Building and district leadership

School climate

Parent involvement and support

Student motivation

Expectations for students

The difficulty of the tests

Equity of financial resources available to schools and districts

The strength of the state's commitment to the goal of improved student achievement and its ability to sustain the effort over time

What works?

Teachers who have subject-area expertise as well as knowledge and skill in authentic instruction and performance assessment

High-quality professional development for practicing educators

High-quality teacher and administrator preparation programs

Competitive salaries and good working conditions (class size, mentors for new teachers, etc.) necessary to attract and retain high quality teachers and administrators

Administrators and teachers who are able to use research as well as local student achievement data to make decisions about curriculum and instruction and implement those decisions

Local curricula aligned to the Show-Me Standards and clearly articulated from grade to grade

Safe, orderly school climates that are conducive to teaching and learning

A districtwide focus on achievement that includes high expectations for all students and incentives for improved achievement

Parents and communities that support and recognize high achievement

A basic state aid program that helps to provide an equitable education for all students

A sustained emphasis on standards-based instruction and performance assessment

For more information:

<http://www.dese.state.mo.us/divimprove/>

Division of School Improvement

Missouri Department of Elementary & Secondary Education

<http://nces.ed.gov/>

National Assessment of Educational Progress

National Center for Education Statistics

U.S. Department of Education

KEY OUTCOME: STUDENTS ACHIEVING AT TARGETED PERFORMANCE LEVELS

KEY OBJECTIVE 1

Increase from 68 to 90 percent the number of students who score “satisfactory” or above on the third-grade reading component of the MAP, by 2008.

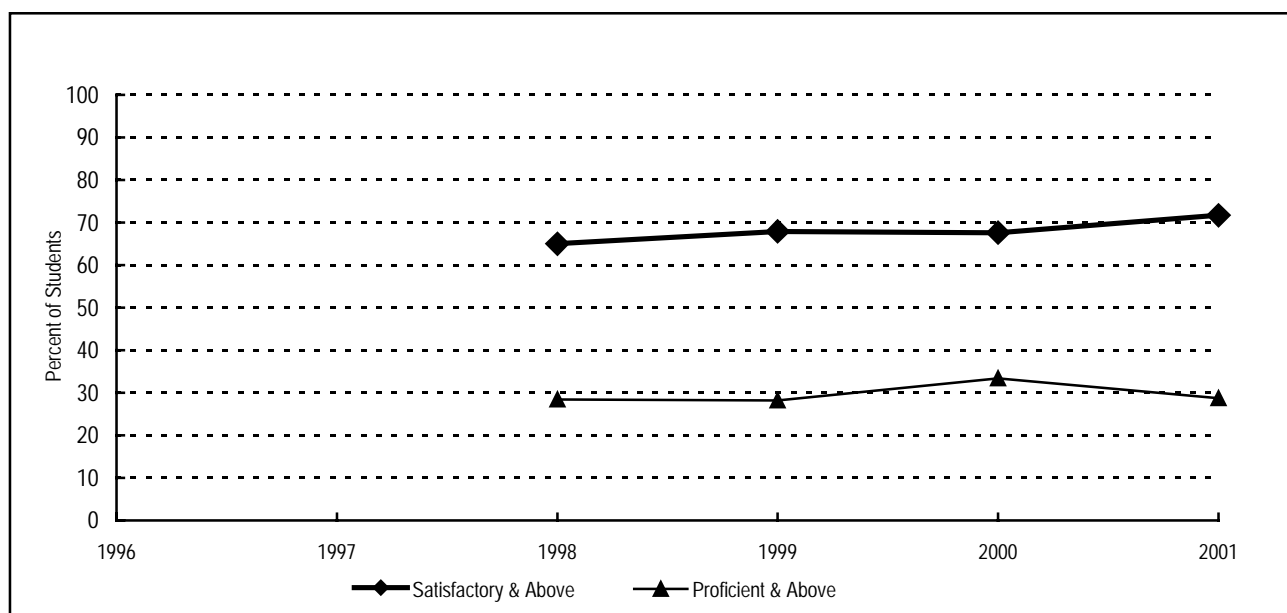
What’s the trend?

In 2000, approximately 33 percent of Missouri third-grade students scored at the highest and most desired achievement level (“proficient”) on the MAP reading component. (See “About the Measure” on the next page for information about the MAP reading scale.) In 2001, however, almost 29 percent of our state’s third-graders were designated as “proficient” readers. Obviously, we would like to see more growth in this index, and we are especially concerned about the decrease in the percent of “proficient” readers from 2000.

When we expand our analysis by examining the proportion of third-grade students in the top two MAP reading achievement levels (“proficient” and “satisfactory”), we find that a total of 68 percent scored in one of these two categories in 2000. This percentage increased by almost four points (to 72 percent) in 2001. These data suggest that more than two-thirds of Missouri third-grade students are reading at or above a level that would be expected, given their grade placement.

Missouri seventh-graders also demonstrated significant improvements in reading proficiency. The percent scoring “satisfactory” or above on the MAP reading component of the seventh-grade communication arts assessment increased by 6 percent, from 59 percent in 2000 to 65 percent in 2001.

Percent of third-graders scoring “satisfactory” or above
on the reading component of the MAP communication arts assessment



MAP READING SCORES	1996	1997	1998	1999	2000	2001
GRADE 3						
Percent “satisfactory” and above			65.0%	67.9%	67.6%	71.7%
Percent “proficient” and above			28.4%	28.2%	33.5%	28.7%
GRADE 7						
Percent “satisfactory” and above			59.1%	57.5%	59.0%	64.4%
Percent “proficient” and above			31.2%	29.5%	33.9%	32.6%

SOURCE: Missouri Assessment Program, September 2001

ABOUT THE MEASURE: Using data derived from the MAP third- and seventh-grade communication arts assessments, the Department reports a reading score that reflects a student’s ability to apply, analyze, synthesize and evaluate the information that she/he has read. Reading achievement among third- and seventh-graders, as measured by this score, is one of the performance standards in the Missouri School Improvement Program (Standard 9.2).

Performance on the MAP reading component is reported using three achievement categories: “Proficient,” “Satisfactory,” and “Unsatisfactory.” Students scoring at the “proficient” level are able to go beyond the typical grade-level expectations to demonstrate mastery of basic reading skills and to apply what they comprehend in complex and sophisticated ways. Students scoring at the “satisfactory” level are performing in the range typically associated with grade-level expectations, using basic reading skills to comprehend grade-appropriate text. “Proficient” is the desired achievement level for all students, and students who score at that level demonstrate the knowledge and skills called for by the Show-Me Standards.

Why is this objective important?

Reading is an essential skill for success in school and in life. Students who do not learn to read in the primary grades will struggle throughout their school careers.

How does Missouri compare to other states and the nation on this measure?

Missouri’s fourth-grade students score slightly above students from other states on the NAEP reading assessment. Missouri’s third-grade students score significantly higher (e.g., 61st percentile in 2001) than their national peers on the reading subtest of the nationally normed component of the MAP (TerraNova).

What factors influence this measure?

Educators’ access to professional development in research-based reading instruction

Educators' ability to implement research-based reading instruction, including use of informal, ongoing assessment to monitor student reading progress

Family literacy and students' motivation to read

Quality of children's early care and education

What works?

Research-based reading instruction that reflects a balanced approach to developing literacy

High-quality, ongoing professional development within the classroom and school for teachers and administrators

Pre-service education for elementary teachers that includes instruction on reading research and opportunities to put theory into practice with diverse student groups

Early identification of students with reading problems and use of appropriate intervention methods

Involving parents in support of their children's reading

Early childhood experiences that promote literacy

School reading initiatives linked to adult literacy programs

Strong, schoolwide focus on improving reading, sustained over time

For more information:

<http://www.dese.state.mo.us/divimprove/>

Division of School Improvement

Missouri Department of Elementary & Secondary Education

<http://sps.k12.mo.us/reading/>

Missouri Reading Initiative

<http://www.learningfirst.org/>

Learning First Alliance

KEY STRATEGIES

The Department will increase professional development for teachers and administrators on effective, research-based reading programs.

The Department will provide technical assistance to districts not making adequate progress in student reading results.

The Department will provide targeted resources to improve reading scores.

The Department will review the competencies that elementary education majors are expected to master and ensure they include the knowledge and skills needed to teach all students to read well.

KEY PROGRAMS/SERVICES

Read to Be Ready grants

Reading Success Network

Missouri Reading Initiative

Reading Recovery and Early Literacy Intervention Program (Southeast Missouri State University)

Regional Professional Development Centers

MoSTEP (Missouri Standards for Teacher Education Programs)

Teacher Certification

Even Start Family Literacy Program

Technical assistance in curriculum development and student assessment, provided to teachers and administrators by Department staff

KEY OUTCOME: STUDENTS ACHIEVING AT TARGETED PERFORMANCE LEVELS

KEY OBJECTIVE 2

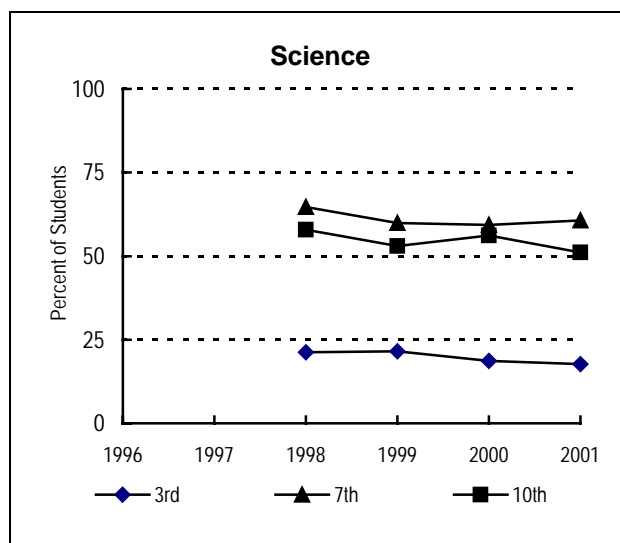
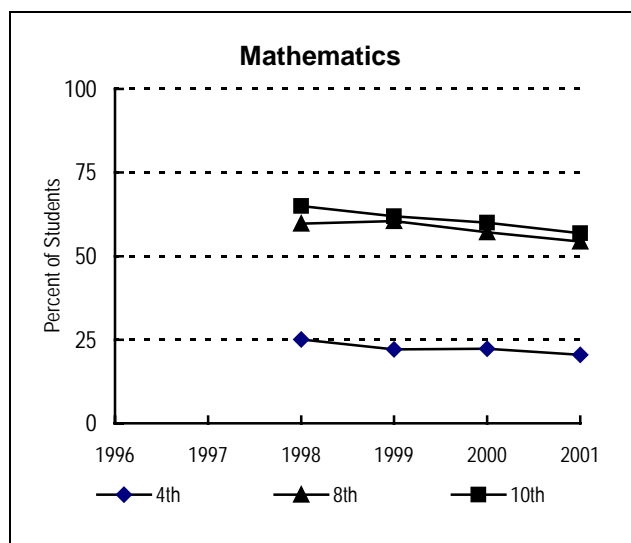
Reduce the percentage of students scoring at the “step 1” and “progressing” achievement levels on MAP by 5 percent each year (four core content areas and all grade levels).

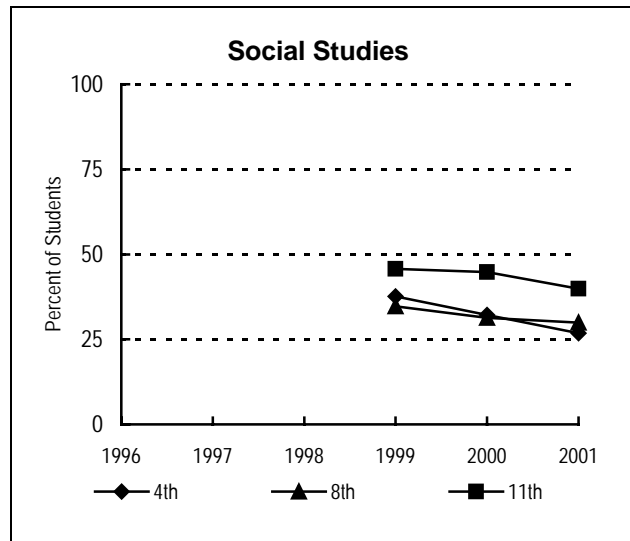
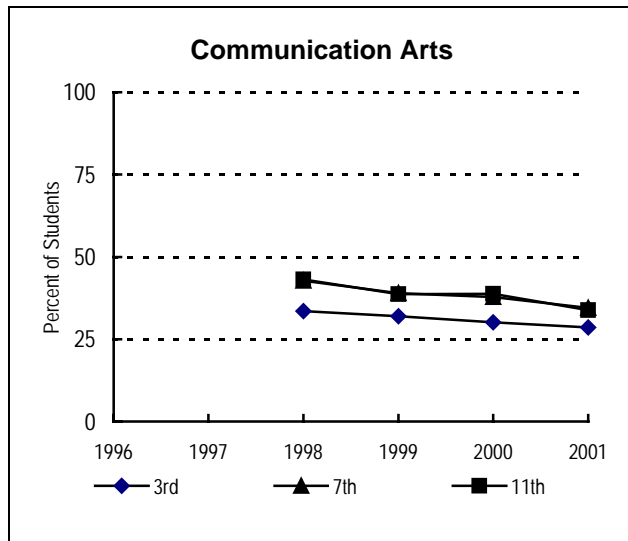
What’s the trend?

Analysis of Missouri Assessment Program trend data across the various assessments shows that the percentages of students scoring at the bottom two achievement levels (“step 1” and “progressing”) are, for most assessments, decreasing at a slow and steady rate from one year to the next. From 2000 to 2001, there were substantial decreases (more than two percent) in this lower score range in mathematics at grades 8 and 10, science at grade 10, communication arts at grades 7 and 11, and

(continued on page 10)

Percent of students scoring at the “step 1” and “progressing” achievement levels on the Missouri Assessment Program





What's the trend? (continued from page 9)

social studies at grades 4 and 11. At grade 10 science, grade 11 communication arts, and grades 4 and 11 social studies, the percentages of students scoring in the bottom two achievement levels decreased by five percent from 2000 to 2001, meeting the stated objective.

PERCENT OF STUDENTS SCORING AT "STEP 1" AND "PROGRESSING" ON MAP	1996	1997	1998	1999	2000	2001
MATHEMATICS						
Grade 4			25.1%	22.1%	22.3%	20.5%
Grade 8			59.7%	60.5%	57.1%	54.4%
Grade 10			65.0%	61.9%	60.0%	56.8%
SCIENCE						
Grade 3			21.2%	21.5%	18.6%	17.7%
Grade 7			64.7%	59.9%	59.3%	60.7%
Grade 10			57.9%	53.0%	56.2%	51.1%
COMMUNICATION ARTS						
Grade 3			33.5%	32.0%	30.1%	28.6%
Grade 7			42.8%	39.0%	37.8%	34.5%
Grade 11			43.2%	38.7%	38.8%	33.8%
SOCIAL STUDIES						
Grade 4				37.6%	32.2%	26.8%
Grade 8				34.7%	31.3%	29.9%
Grade 11				45.7%	44.8%	39.9%

SOURCE: Missouri Assessment Program, September 2001

ABOUT THE MEASURE: Student performance on the MAP is reported on a five-step scale: Step 1 (lowest), Progressing, Nearing Proficient, Proficient, and Advanced. The state's goal is for students to score at the "proficient" level or above in every subject and every grade. Increases in percent of students in the top two levels as well as decreases in the lowest two levels are monitored and considered in the Missouri School Improvement Program accreditation process (Standard 9.1.4).

Why is this objective important?

In order to reach the overall outcome, we must move students out of the bottom two MAP achievement levels and into the top two levels. Failure to address this objective will have serious repercussions for the economic health of the state as well as the viability of families and communities. Students who leave the public school system without the knowledge and skills they need to continue their education, earn a living and participate in democratic life will become users of our social capital, not contributors. If our schools fail to move low-performing students to higher achievement levels, we should expect problems of poverty, crime, drug abuse and child neglect to grow. We should be prepared for business and industry to look elsewhere for a skilled work force, leaving many Missourians unable to support their families or sustain their communities.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from most other states take the National Assessment of Educational Progress (NAEP). NAEP scores are reported in terms of the percentage of students attaining three achievement levels: Basic, Proficient, and Advanced. Scores below the cut score for the basic level fall into the “below basic” range. In the 1996

NAEP math assessment, 34 percent of Missouri fourth-grade scores and 36 percent of eighth-grade scores were “below basic.” In both cases, Missouri ranked 19th among participating states (43 states participated in the grade 4 assessment and 40 in the grade 8 assessment). In the 1998 NAEP reading assessment, 37 percent of Missouri fourth-grade scores and 24 percent of eighth-grade scores were “below basic.” Missouri ranked 15th among the 39 states participating in the grade 4 reading assessment and 14th among the 36 states that participated in the grade 8 reading assessment. (States were ranked from lowest percentage of scores “below basic” to highest.)

What factors influence this measure?

Teacher quality

Classroom instruction and curriculum alignment

Building and district leadership

School climate

Parent involvement and support

Student motivation

Expectations for students

The difficulty of the tests

Quality of children’s early care and education

Equity of financial resources available to schools and districts

The strength of the state’s commitment to the goal of improved student achievement and its ability to sustain the effort over time

What works?

Teachers who have subject-area expertise as well as knowledge and skill in authentic instruction and performance assessment

High-quality professional development for practicing educators

High-quality teacher and administrator preparation programs

Competitive salaries and good working conditions (class size, mentors for new teachers, etc.) necessary to attract and retain high quality teachers and administrators

Administrators and teachers who are able to use research as well as local student achievement data to make decisions about curriculum and instruction and implement those decisions

Local curricula aligned to the Show-Me Standards and clearly articulated from grade to grade

Additional learning time and assistance for students who are not making satisfactory progress

Safe, orderly school climates that are conducive to teaching and learning

A districtwide focus on achievement that includes high expectations for all students and incentives for improved achievement

Parents and communities that support and recognize high achievement

A basic state aid program that helps to provide an equitable education for all students

A sustained emphasis on standards-based instruction and performance assessment

For more information:

<http://www.dese.state.mo.us/divimprove/>

Division of School Improvement

Missouri Department of Elementary & Secondary Education

<http://nces.ed.gov/>

National Assessment of Educational Progress

National Center for Education Statistics

U.S. Department of Education

KEY STRATEGIES

The Department will promote and sustain a quality system of professional development for Missouri educators.

The Department will assist districts in recruiting higher-quality teachers for their lowest-performing schools.

The Department will explore ways to extend teacher contracts, providing districts with greater flexibility in meeting student needs.

The Department will advocate an equitable system for distributing local, state and federal funds to school districts.

The Department will assist school districts and building personnel in implementing a comprehensive, systemic school improvement process that promotes improved student performance.

The Department will assist schools in identifying and implementing research-based best practices for all students.

The Department will share best practices and model programs with low-performing districts and schools, including excellent professional development models.

The Department will provide technical assistance, resources and guidelines for using technology to improve instruction.

The Department will assist schools as they integrate high academic performance in all subjects with preparation for work and post-secondary education.

The Department will assist schools in engaging families and communities as active partners in their children's education.

The Department will assist districts in providing additional time and support for students who are not making satisfactory academic progress.

The Department will assist school districts and community-based programs in offering quality school-age child care that supports school-day instruction and extends learning into non-school hours.

The Department will adopt and advocate measures to motivate students, or to assist districts to motivate students, to perform their best on the MAP.

The Department will advocate for eliminating the practice of social promotion and excluding retention as the primary strategy for remedial instruction.

The Department will assist districts in providing safe learning environments for staff and students.

The Department will aid districts in recognizing and overcoming barriers to providing an equitable education for all students.

The Department will work with other state agencies to provide resources to integrate comprehensive services and school improvement initiatives.

The Department will use technology to improve communication with citizens, members of the education community and policymakers about student achievement, school performance, statewide school improvement initiatives, and issues and trends affecting public education.

The Department will engage students, parents, employers and business-group leaders, local school boards, state legislators, classroom teachers, administrators, and higher education officials in efforts to improve student performance.

KEY PROGRAMS/SERVICES

Missouri School Improvement Program

Caring Communities

Technology grants

Read to Be Ready grants

Missouri Assessment Program Professional Development

Regional Professional Development Centers

Missouri Mathematics Initiative

Missouri Middle School Mathematics Project

Missouri Reading Initiative

Missouri Elementary Science Connection

Project Jason

Science Attack

Character Education

Safe Schools grants

Criminal history and background checks for school personnel

Accelerated Schools

STARR (Select Teachers as Regional Resources)

Project Construct

Practical Parenting Partnerships

Reading Success Network

SuccessLink

Summer school funding

Success Teams

KEY OUTCOME: STUDENTS ACHIEVING AT TARGETED PERFORMANCE LEVELS

KEY OBJECTIVE 3

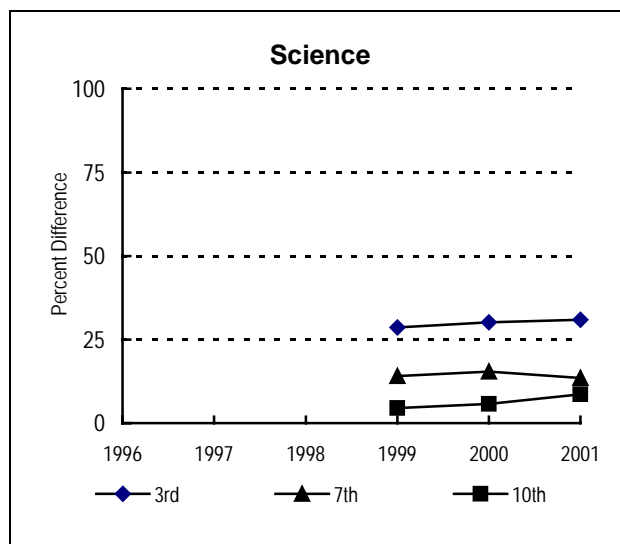
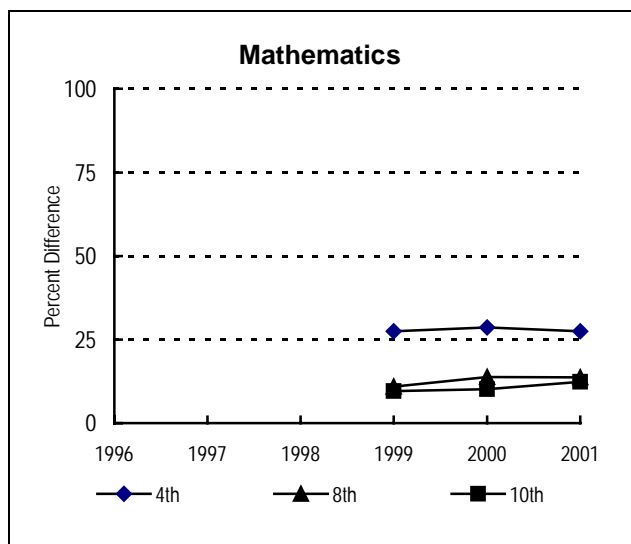
Decrease the gap in achievement scores (four core content areas and all grade levels) between racial/ethnic-minority students and non-minority students by 75 percent by 2008, while increasing the performance of all students.

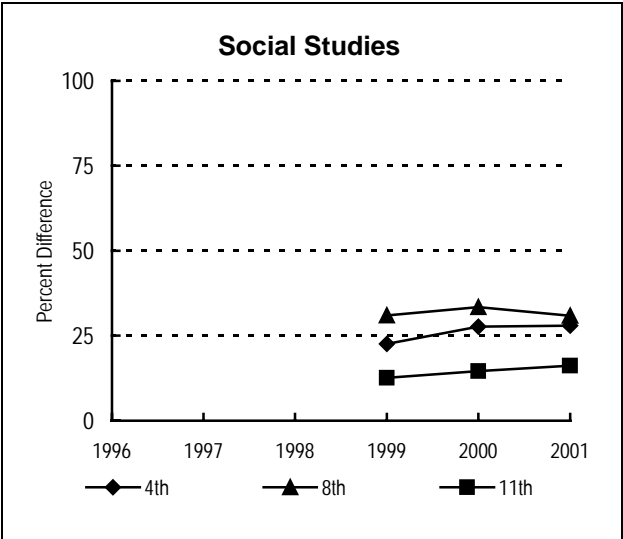
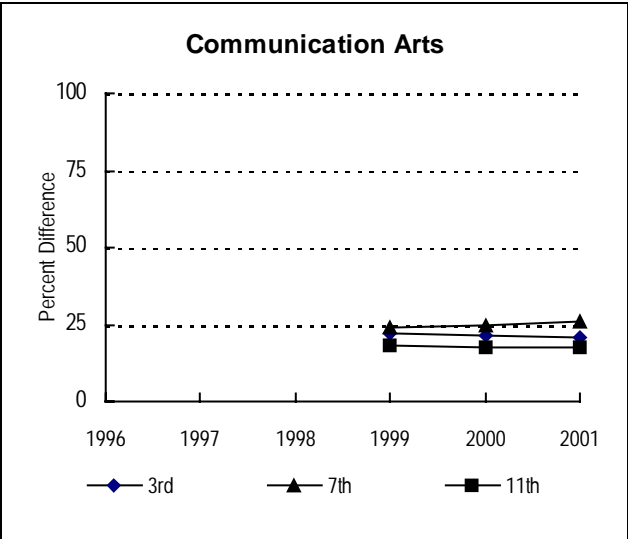
What's the trend?

An examination of the percentage of students scoring at the “proficient” and “advanced” levels on the MAP shows that over time the gap in scores between minority and non-minority students is not generally decreasing at a large rate, although we are beginning to see some encouraging trends.

(continued on page 15)

Gap in achievement scores between racial/ethnic-minority students
and non-minority students





What's the trend? (continued from page 14)

Mathematics at grades 4 and 8, science at grade 7, and social studies at grade 8 show a “gap” decrease of one percent or more from 2000 to 2001, coming close to Department projections.

PERCENT OF STUDENTS SCORING “PROFICIENT” OR ABOVE ON MAP	1997	1998	1999	2000	2001
MATHEMATICS					
Grade 4, Non-Minority Students			40.8%	42.5%	43.6%
Grade 4, Minority Students			13.3%	13.9%	16.1%
Gap			27.5%	28.6%	27.5%
Grade 8, Non-Minority Students			12.3%	16.4%	17.2%
Grade 8, Minority Students			1.4%	2.6%	3.5%
Gap			10.9%	13.8%	13.7%
Grade 10, Non-Minority Students			11.1%	11.9%	14.6%
Grade 10, Minority Students			1.5%	1.7%	2.2%
Gap			9.6%	10.2%	12.4%
SCIENCE					
Grade 3, Non-Minority Students			40.6%	51.3%	52.3%
Grade 3, Minority Students			12.0%	21.1%	21.4%
Gap			28.6%	30.2%	30.9%
Grade 7, Non-Minority Students			17.1%	18.1%	16.3%
Grade 7, Minority Students			3.0%	2.7%	2.8%
Gap			14.1%	15.4%	13.5%
Grade 10, Non-Minority Students			5.1%	6.7%	10.1%
Grade 10, Minority Students			0.6%	0.9%	1.5%
Gap			4.5%	5.8%	8.6%
COMMUNICATION ARTS					

Grade 3, Non-Minority Students			33.3%	36.2%	36.1%
Grade 3, Minority Students			11.4%	15.0%	15.3%
Gap			21.9%	21.2%	20.8%
Grade 7, Non-Minority Students			34.9%	37.0%	39.7%
Grade 7, Minority Students			11.1%	12.1%	13.9%
Gap			23.8%	24.9%	25.8%
Grade 11, Non-Minority Students			25.9%	25.2%	25.0%
Grade 11, Minority Students			7.4%	7.7%	7.7%
Gap			18.5%	17.5%	17.3%
SOCIAL STUDIES					
Grade 4, Non-Minority Students			31.0%	43.4%	47.7%
Grade 4, Minority Students			8.4%	15.7%	19.8%
Gap			22.6%	27.7%	27.9%

PERCENT OF STUDENTS SCORING "PROFICIENT" OR ABOVE ON MAP	1997	1998	1999	2000	2001
SOCIAL STUDIES continued					
Grade 8, Non-Minority Students			42.8%	48.3%	47.6%
Grade 8, Minority Students			11.8%	14.9%	16.7%
Gap			31.0%	33.4%	30.9%
Grade 11, Minority Students			15.8%	18.8%	22.6%
Grade 11, Minority Students			3.2%	4.2%	6.4%
Gap			12.6%	14.6%	16.2%

SOURCE: Missouri Assessment Program, September 2001

ABOUT THE MEASURE: Non-minority students are "white, not Hispanic" and minority students are "black" and "Hispanic." The percentages represent students scoring at the "proficient" and "advanced" levels on the Missouri Assessment Program. Math results for FY 1997, science and communication arts results for FY 1998, and social studies results for FY 1999 are based on voluntary administration of the assessment by about 350 of 524 school districts. All districts participated in mandatory administration of the math assessment since 1998, the science and communication arts assessments since 1999, and the social studies assessment since 2000.

Why is this objective important?

It is not enough to raise the achievement levels of some students—we must ensure that all students are learning. An equitable opportunity for all learners to succeed is critical to their future as well as to the future of our state. The Department of Elementary and Secondary Education must play a leadership role in assuring all learners, regardless of their race, ethnicity, economic status, location, gender, or special needs, are provided equitable access to an excellent education and the resources needed to succeed. Missouri schools must provide curriculum and instruction that promote high expectations, academic standards, and "real-world" activities across all subject areas for all students.

How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states; however, samples of students from most other states take the National Assessment of Educational Progress (NAEP). The largest achievement gaps on the NAEP, both in Missouri and the nation, occur in science and reading:

3 percent of Missouri African-American students and 12 percent of Hispanic students scored at the proficient and advanced levels on the NAEP eighth-grade science assessment, compared with 34 percent of white students. Nationwide, 4 percent of African American students and 10 percent of Hispanic students scored at the proficient and advanced levels, compared with 36 percent of white students.

8 percent of Missouri African-American students and 15 percent of Hispanic students scored at the proficient and advanced levels on the NAEP fourth-grade reading assessment, compared

with 34 percent of white students. Nationwide, 9 percent of African American students and 12 percent of Hispanic students scored at the proficient and advanced levels, compared with 38 percent of white students.

What factors influence this measure?

Teacher quality, including teachers' ability to address individual learning styles and consider diverse cultures

Expectations for minority students

School climate

Equity of financial resources available to high-minority and/or high-poverty schools

Family literacy

Parent involvement and support

Quality of children's early care and education

Community support for schools

What works?

Good teachers—qualified, experienced, effective

High-quality professional development that helps practicing teachers move beyond cultural issues and improve instruction for minority students

Teacher preparation programs that equip future teachers with skills and practical experiences in teaching diverse student groups

High expectations for all students

High standards for all students

Challenging curriculum aligned with the standards

Assessment and accountability systems that provide accurate information about student learning and suggest areas for improvement

Additional learning time and assistance for students who are not making satisfactory progress

Equitable and adequate funding for high-minority, high-poverty schools

For more information:

<http://www.dese.state.mo.us/divteachqual/>

Division of Teacher Quality & Urban Education

Missouri Department of Elementary & Secondary Education

<http://www.dese.state.mo.us/divimprove/>

Division of School Improvement

<http://www.edtrust.org/main/index.asp>

The Education Trust

KEY STRATEGIES

The Department will expand professional development programs that help teachers move beyond cultural differences, change practices and improve instruction for racial/ethnic-minority students.

The Department will focus resources toward school districts within targeted regions of the state with high concentrations of racial/ethnic-minority students to assist them in initiating efforts to improve achievement as recommended in “Raising the Bar-Closing the Gap” (Department of Elementary and Secondary Education, December 1997).

The Department will require districts to review and report student achievement data by racial/ethnic groups.

The Department will hold school districts accountable for the achievement of racial/ethnic minority students through the Missouri School Improvement Program (Standard 9.1.3).

The Department will improve communication with citizens, members of the education community, and policymakers about the gap between achievement of racial/ethnic-minority students and non-minority students.

The Department will encourage teacher preparation programs to provide their students with practicum experiences in a variety of school, community and cultural settings.

The Department will target resources to expand the available pool of minority teachers, male teachers, and teachers from other nations or language backgrounds.

The Department will develop incentives to increase the pool of teachers in high demand fields (e.g., math, science, special education, technology education) and in urban, rural and high-poverty areas.

The Department will assist districts in recruiting higher-quality teachers for their lowest-performing schools.

The Department will identify model programs and practices in high-performing schools with significant numbers of minority students.

KEY PROGRAMS

The Pathways Program, which helps to ensure high-minority schools are staffed by qualified teachers

Harris-Stowe State College “An Excellence Initiative in Teacher Education, A Manifesto for the Year 2000 and Beyond”

The Kansas City School District-Higher Education Partnership

Closing the Achievement Gap Pilot Program, a four-week summer course designed to train St. Louis-area teachers who can then train other teachers to raise achievement levels among culturally and linguistically diverse student groups

Missouri Minority Teaching Scholarship

Missouri School Improvement Program

Academically Deficient Schools

Success Teams

KEY OUTCOME: STUDENTS ACHIEVING AT TARGETED PERFORMANCE LEVELS

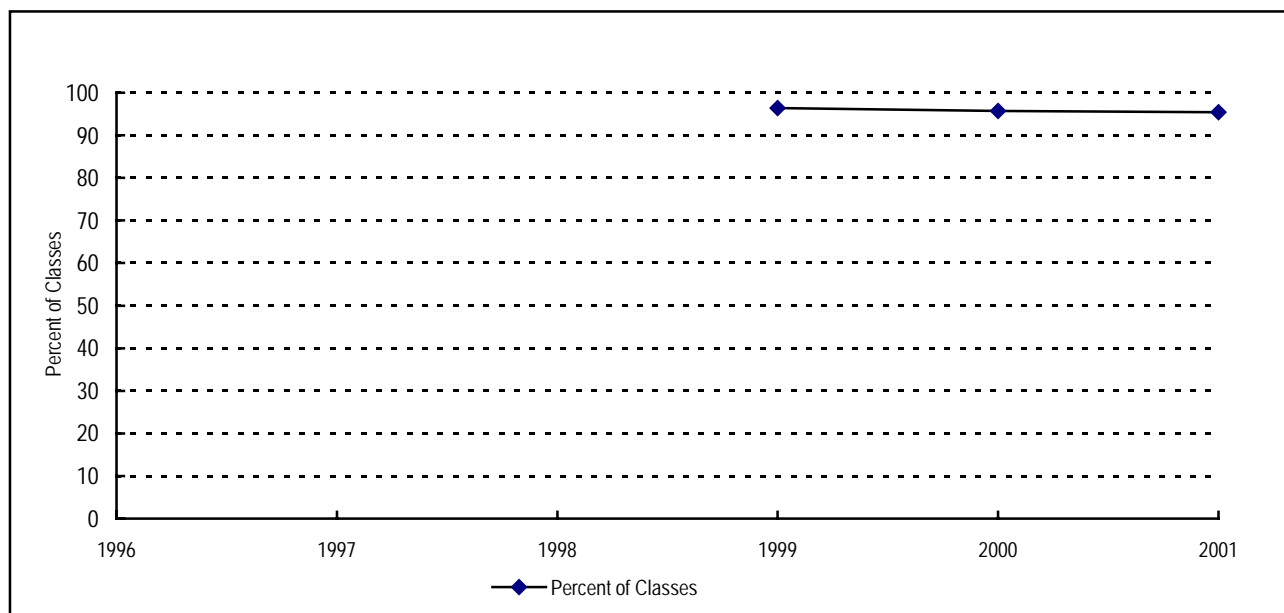
KEY OBJECTIVE 4

Maintain at no less than the current rate of 95 percent the number of Missouri public school classes taught by teachers with appropriate grade and subject certification.

What's the trend?

The percentage of public school classes taught by teachers with appropriate certification has decreased slightly (a drop of 1 percent) during the past three years; however, 95 percent of classes are still being taught by qualified individuals, according to Missouri School Improvement Program guidelines. The Department also is monitoring trends by subject area and certificate type.

Percent of classes taught by teachers with appropriate certification



Percent of public school classes taught by teachers with appropriate certification	1996	1997	1998	1999	2000	2001
				96.4%	95.7%	95.4%

SOURCE: School Core Data & Teacher Certification Records, August 2001

ABOUT THE MEASURE: This measure was developed by the Department of Elementary and Secondary Education to monitor one aspect of teacher quality in Missouri—Do Missouri teachers have the appropriate certificate(s) to teach their assigned courses? The Core Data system is used to identify classroom teachers and their assignments, and then that information is compared with teachers' certification records. The various courses and the required teaching certificates are defined by the Missouri School Improvement Program and listed in the Core

Data manual (Exhibit 10). Qualified teachers are those who have appropriate grade-level and subject-area certificates, which may be lifetime, renewable, provisional, special, vocational, etc. Unqualified teachers are those who have incorrect certificates, expired certificates, or no certificates.

Why is this objective important?

Teachers are a critical factor in our efforts to improve student achievement. Research has confirmed the commonly held beliefs that the success of our schools and students is linked to the knowledge and instructional skills of teachers and the leadership of principals. Missouri faces teacher shortages in subject areas such as math, science, special education, and technology education, as well as administrator shortages. Recruitment and retention of qualified educators is a particular problem in urban, rural and high-poverty areas of the state.

The Department must help ensure that Missouri's public education system has sufficient and well-qualified school personnel, who can deliver on the promise of high academic standards and expectations for all students. The challenges of recruiting highly qualified prospects to the education profession, preparing them effectively, providing them with support early in their careers, ensuring they have opportunities for professional development, offering them good working conditions, and paying them competitive salaries—must be addressed. These challenges must be faced by the state, by local schools districts and the communities they serve, by colleges of education, and by professional education organizations.

How does Missouri compare to other states and the nation on this measure?

There is no comparable national data for this measure.

(NOTE: Additional information on related national measures is being collected and will be reported when available.)

What factors influence this measure?

Student enrollment

Standards for pupil-teacher ratios

Salaries for teachers and administrators

School climate and working conditions

State, local and federal funding for schools

State certification requirements

Teacher preparation institution recruitment practices and capacity

Quality and capacity of teacher preparation programs

School district support for new teachers and administrators

Opportunities for professional development

What works?

Competitive teacher salaries

Good working conditions, including reasonable class sizes

Teacher preparation programs that

prepare future teachers for the challenges of today's classrooms (authentic instruction, performance assessment, culturally diverse student populations, various learning styles)

integrate practicum experience throughout the program

respond to subject-area and location shortages

Financial incentives for choosing teaching as a career, such as scholarships and college loan forgiveness programs

A streamlined certification process that preserves high standards

Alternative pathways to certification

Networks that link schools that need teachers with teachers looking for jobs

Mentoring programs for new teachers and administrators

Ongoing, job-imbedded professional development

For more information:

<http://www.dese.state.mo.us/divteachqual/>

Division of Teacher Quality & Urban Education

Missouri Department of Elementary & Secondary Education

<http://www.rnt.org/>

Recruiting New Teachers, Inc.

<http://www.nctaf.org>

National Commission on Teaching and America's Future

KEY STRATEGIES

The Department will advocate for sustaining a dependable flow of basic state aid to help districts improve educator salaries, maintain lower pupil-teacher ratios, and continue targeted professional development programs.

The Department will explore ways to extend teacher contracts, providing districts with greater flexibility in meeting student needs and educators with additional income.

The Department will collaborate with local education agencies, teacher preparation institutions, and statewide teacher and administrator associations to identify and implement effective recruitment initiatives, including efforts to attract top high school students to the field of education.

The Department will develop incentives to increase the pool of teachers in high-demand fields (e.g., special education, math and science, technology education) and in rural, urban, and high-poverty areas.

The Department will collaborate with teacher preparation institutions to develop new pathways for well-qualified, non-traditional candidates to enter the profession; opportunities should be extended to individuals with college degrees in other fields as well as those with work experience who are pursuing an initial college degree.

The Department will collaborate with local education agencies and teacher preparation institutions to identify and implement effective teacher and administrator retention initiatives (e.g., mentoring programs).

The Department will provide incentives to attract higher-quality teachers to low-performing schools, including rewards for those who earn certification by the National Board for Professional Teaching Standards.

KEY PROGRAMS/SERVICES

Supply and Demand Study (will include information on teacher demographics, vacancy data, and supply factors)

Special Education Tuition Reimbursement (tuition reimbursement for teachers and para-professionals who are taking courses to achieve a special education teaching certificate in the areas of mild/moderate cross categorical, severe developmental disabilities, deaf/hearing impaired and visually impaired)

Counselor Tuition Reimbursement (for teachers who are within 21 semester hours of fulfilling requirements for certification as an elementary or secondary public school counselor)

Missouri Teacher Education Scholarship Program (scholarship program for academically talented students interested in teaching in Missouri's public elementary and secondary schools)

Missouri Minority Teaching Scholarship (for academically talented minority students interested in teaching in Missouri's public elementary and secondary schools)

Career Ladder (designed to retain quality teachers by providing additional pay for the performance of activities that exceed contracted duties)

Information about Federal Loan Forgiveness Programs (to inform Missouri teachers about obtaining forgiveness and deferment for their federal Perkins and Stafford loans)

State Forgivable Loan Program (forgivable loans for individuals who agree to teach in teacher shortage areas; program currently unfunded)

JOBS Web Site (interactive web site that allows districts to search for available teachers and teachers to search for available positions)

New Teacher Support (information exchange system between new teachers and STARR teachers)

Recruitment and Retention Awards (monetary awards for districts that share best practices in teacher recruitment and retention)

Temporary Authorization Certificate (allows individuals with a college degree to teach while pursuing a teaching certificate; some subject areas excluded)

Alternative Teacher Preparation Program (allows individuals with a bachelor degree to teach with a provisional certificate while completing a teacher preparation program)

National Board Certification (state funding and application assistance for teachers pursuing certification by the National Board for Professional Teaching Standards)

State Action for Education Leadership Project (funded by the DeWitt Wallace Foundation in partnership with the Council of Chief State School Officers to recruit, induct and retain new school leaders)

Mentoring New Teachers (designed to meet the induction and mentoring needs of a cluster of rural school districts)

Career Transition Program (a mid-career transition program for individuals expressing a desire to become teachers who possess appropriate academic and experiential qualifications but lack the traditional teacher preparation coursework)

Troops-to-Teachers Program

Superintendent Mentoring Program (provides beginning superintendents with a mentor during their first three years in the position)

Superintendent Leadership Program (focus groups for school leaders to discuss and develop leadership strategies to solve local district problems)

Pathways (provides tuition, books and mentoring for para-professionals with at least 60 college credit hours who wish to pursue a degree in education and become full time teachers)

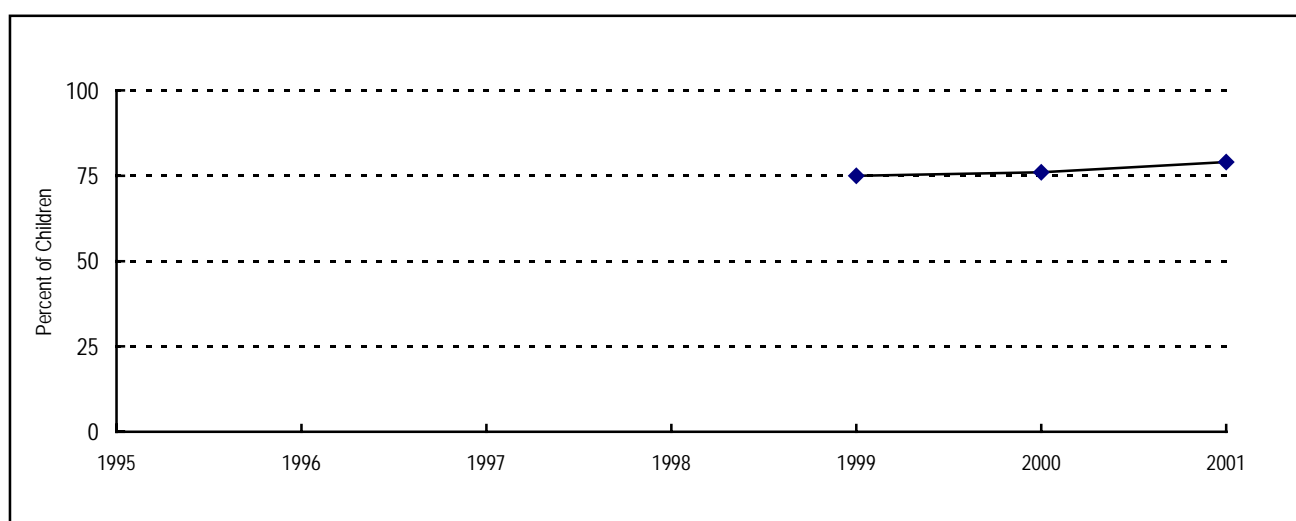
II. KEY OUTCOME

Increased percentage of children entering school ready to succeed

What's the trend?

More than three-fourths of Missouri kindergartners enter school with average or above average school readiness skills, according to results of the Missouri School Entry Assessment.

Percent of children with "average" or "above average" school readiness skills



Percent of children with "average" or "above average" school readiness skills	1996	1997	1998	1999	2000	2001
				75%	76%	79%

SOURCE: Missouri School Entry Assessment, 1999-2001

ABOUT THE MEASURE: The Missouri School Entry Assessment was conducted for the first time during the 1998-99 school year by the Department of Elementary and Secondary Education, in cooperation with the Departments of Health, Mental Health and Social Services. The assessment involves approximately 3,500 kindergartners drawn from a stratified, random sample of Missouri districts and schools. Teachers rate children on 66 items in general areas such as language development, mathematical understanding, and how they work with others. Based on their observations, teachers also rate each child in terms of his or her preparation for kindergarten. Children rated as average or above average are considered prepared for kindergarten. A complementary parent survey provides information about major pre-kindergarten experiences.

Why is this outcome important?

Neuroscience findings indicate that the first five years of life are critical in the development of a person's character and behavior. Research shows that quality early care and parent education programs improve children's readiness for school and later success. Failure to address the need for quality early care and parent education will mean that some Missouri children start school with undiagnosed developmental delays or health problems that could jeopardize their chances for success. Without a strong start in school, students will not acquire essential knowledge and skills and

will be less likely to complete high school and continue their education. Without quality early care and parent education, costs for special education and remedial education services could increase. Opportunities to reduce child abuse and neglect through parent education and support will be lost.

How does Missouri compare to other states and the nation on this measure?

Comparative measures are not available at this time.

What factors influence this measure?

Awareness and understanding among parents and school personnel of the research showing the importance of quality early care and education

Families' awareness of and access to community agencies that can provide needed support services

Districts' ability to provide adequate space and support services for preschool and full-day kindergarten programs

Funding

What works?

Missouri has made progress during the past decade in providing quality early care and parent education programs. These programs must be expanded, however, to ensure that all families have access to high-quality preschool and child-care services and to ensure that parents are skilled, first teachers of their children. Approximately 366,000 Missouri children under the age of five and their families are eligible to take advantage of one or more of these programs or services:

Parents as Teachers (PAT) is a voluntary program that supports parents in their role as their child's first and most influential teacher. PAT also provides screenings so that developmental delays and health needs can be identified and addressed before children enter kindergarten.

The First Steps program provides early intervention services for children with special needs from birth to age three and their families.

The Missouri Preschool Project (MPP) and Title I preschools are sponsored by the Department. Research shows that the quality of an early childhood program is directly related to the education and training of the early childhood teacher/caregiver. Both of Missouri's programs have high standards for teachers, curriculum and class size. MPP requires licensing before the opening of the preschool and accreditation by a nationally recognized organization within three years of opening.

Addressing the needs of young children and their families must be a collaborative effort among programs within the Department, and among the Department and other entities, both public and private, that provide services. The Department must continue to support initiatives that will create the cohesive, high-quality system envisioned by the state's Commission on Early Childhood Care and Education in 1997.

Other School Entry Assessment findings indicate that quality preschool experiences benefit children:

When Parents as Teachers (PAT) is combined with any other pre-kindergarten experience for high-poverty children, the children score above average on all scales when they enter kindergarten.

The highest performing children participate in PAT and preschool or center care. Among children who participate in PAT and attend preschool, both minority and non-minority children score above average. Children in both high-poverty and low-poverty schools who participate in PAT and attend preschool score above average when they enter kindergarten.

Teachers rate special needs children who participate in PAT and preschool in addition to an early childhood special education program as being similar in preparation to other children.

Efforts to increase the percentage of students who enter school ready to succeed include making PAT services available to more families, especially those who meet high-need criteria; expanding educational preschool services through the Missouri Preschool Project and other programs created by House Bill 1519; and addressing quality issues, such as program accreditation, use of research-based curricula, teacher and teacher-assistant qualifications and professional development, and child-adult ratios. The Early Childhood Care and Education Interagency Team has developed an interagency work plan (goals, desired outcomes, objectives and strategies) to guide implementation of key initiatives.

For more information:

<http://www.dese.state.mo.us/divimprove/fedprog/earlychild/>

Early Childhood Education Section

Division of School Improvement

Missouri Department of Elementary and Secondary Education

KEY OUTCOME: CHILDREN ENTERING SCHOOL READY TO SUCCEED

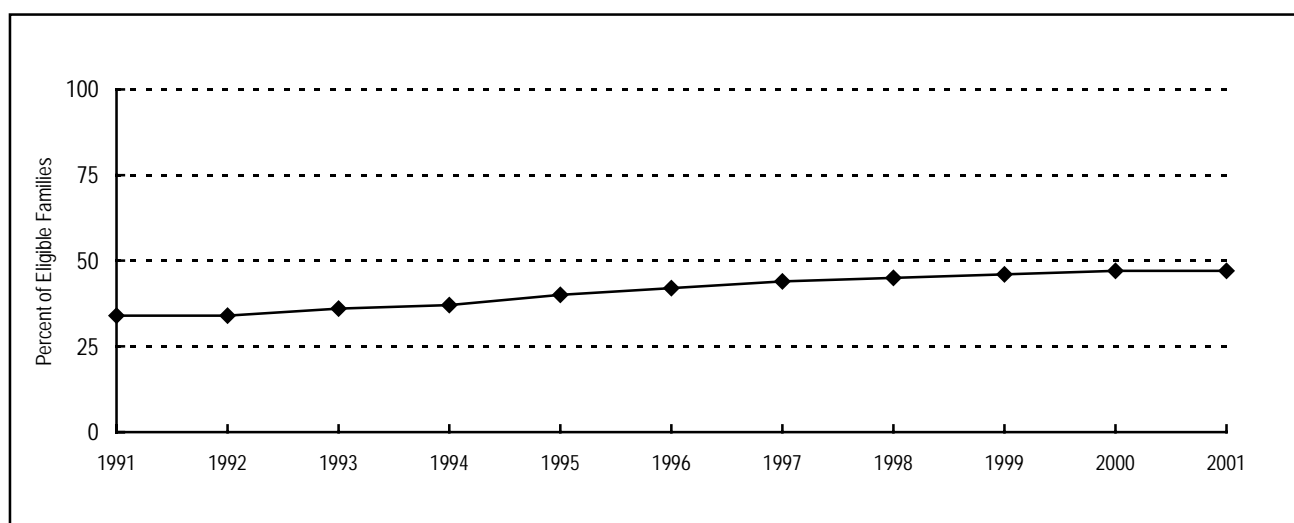
KEY OBJECTIVE 1

Increase from 47 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services, by 2005.

What's the trend?

The percent of eligible families served by PAT grew from 30 percent in 1990 to 47 percent in 2000 and remained stable at 47 percent in 2001. State education officials have set the objective of serving 60 percent of eligible families by 2005; they also believe that a long-term goal of serving 70 percent of eligible families is reasonable, despite the voluntary nature of the program. In recent years, the state has redirected some PAT resources to increase services for the neediest families as well as increase the overall number of families served.

Percent of eligible families served by Parents as Teachers



	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Percent of eligible families with pre-kindergarten children served by PAT (0-5 program)	34%	36%	37%	40%	42%	44%	45%	46%	47%	47%

Percent of PAT families who are "high need" (0-3 program)		40%	40%	42%	48%	38%	41%	41%	44%	44%
Number of districts with PAT participation rates below 30% (0-3 program)				213 (41%)	187 (36%)	173 (33%)	149 (28%)	122 (23%)	110 (21%)	101 (19%)

SOURCE: Early Childhood Education Section, August 2001

ABOUT THE MEASURE: The PAT participation rate is calculated by dividing the number of families served by PAT statewide by the number of families with children, birth to five. The numbers of eligible families for the state and for each school district are derived from Census data multiplied by a change factor, which are supplied by the state demographer. The numbers of families served statewide and for each district are taken from end-of-the-year reports submitted by each district. "High need" families have one or more of the high-needs characteristics (see "What works?" below).

Why is this objective important?

Parents as Teachers is Missouri's model home-school-community partnership, which supports parents in their role as their child's first and most influential teachers. Several independent evaluations of PAT, conducted between 1985 and 1995, have shown the program to be effective: 1) PAT children were significantly more advanced in language development, problem solving, and social development at age 3 than comparison children, 2) 99.5 percent of participating families were free of child abuse or neglect; 3) children whose families participated in PAT maintained their early gains in elementary school, based on standardized test results, 4) PAT parents continue to take an active role in their child's education, and 5) school districts have reduced costs because fewer students required special education services and remedial education and fewer students were retained.

The state's Early Childhood Development Act of 1984 requires all school districts to make parent education and screening services available to families with children birth to five. Parents in every Missouri school district can choose to take advantage of PAT services, which include personal visits from certified parent educators, group meetings, developmental screenings, and connections with other community resources.

How does Missouri compare to other states and the nation on this measure?

Missouri is the only state that provides for and funds universal access to Parents as Teachers; therefore, comparative data are not available.

What factors influence this measure?

Awareness and understanding among parents and school personnel of the research showing the positive effect of this program—especially when it is combined with quality preschool experience—on young children

PAT participation is voluntary.

The ability of district PAT staff to reach high-needs families and inform them about the benefits of PAT participation

Funding

What works?

Expanding services to high-need families.

For the past three years, school districts have been able to provide as many as 25 personal visits for families with high needs. (High-needs families include teen parents; unemployed parents; parents with disabilities; foster parents; parents involved with the state's corrections, mental health, health, or social service systems; non-English speaking parents; those with chemical dependencies.) In 2000-01, 44 percent of the families participating in PAT (birth to 3 program) met one or more of the high-needs characteristics.

Expanding services to families with three- and four-year olds.

155,156 Missouri families received parent-education services through PAT in 1999-2000, including 29,107 newly recruited families. State education officials support expanding parent-education services for families with three- and four-year-olds so that they receive the same level of services as participants in the PAT birth-to-3 program. Continuing the same level of services for families with three- and four-year-olds would strengthen the transition to kindergarten and help increase school-readiness skills among Missouri children.

Expanding developmental screening services.

In 1999-2000, 132,850 children, ages 1-5, participated in developmental, language, hearing and vision screenings, which help to detect and address problems that might affect a child's future success in school. State education officials also believe developmental screening services should be expanded for all preschoolers.

Expanding outreach and publicity efforts.

Districts that actively recruit in hospitals, doctors' offices, WIC (Women, Infants and Children nutrition program) offices, and Family Services offices increase the percent of eligible families who participate in PAT.

For more information:

<http://www.dese.state.mo.us/divimprove/fedprog/earlychild/>

Early Childhood Education Section

Division of School Improvement

Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

The Department will inform school leaders about the importance of increasing participation in parent education and support systems, particularly among high-needs families.

The Department will advise districts on removing barriers to the involvement of families and communities as active partners in their children's education through PAT, e.g. helping districts identify neutral locations where PAT parent educators can meet with parents who live in unsafe neighborhoods.

The Department will make a concerted effort to assist districts that have historically low participation in PAT, including St. Louis and Kansas City.

The Department will encourage districts to recruit more First Steps families into PAT.

KEY PROGRAMS

Parents as Teachers (PAT)

First Steps

KEY OUTCOME: CHILDREN ENTERING SCHOOL READY TO SUCCEED

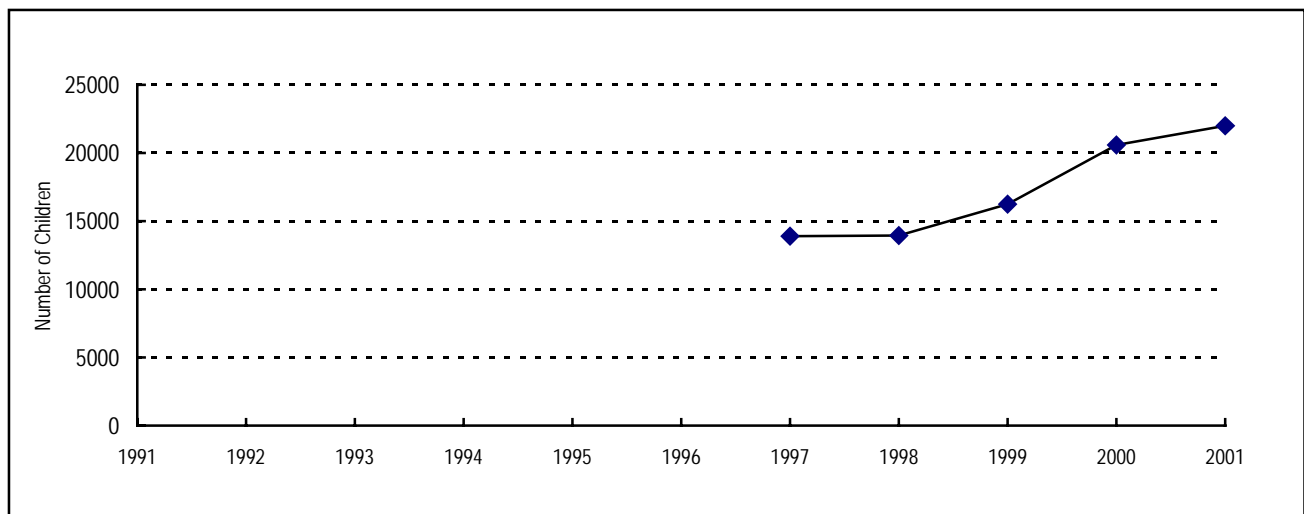
KEY OBJECTIVE 2

Increase the availability of school-based, DESE-supported quality care and education services for children ages three to five by 8 percent, by 2005.

What's the trend?

The number of children served in school-based, DESE-supported preschool programs has grown substantially in recent years. Increases in both state and federal funding have made expanded services possible. Department staff would like to see the number of children served in these programs increase by 1,650 by 2005—from the 20,592 served in 2000 to 22,242—by 2005.

Number of children served in school-based, DESE-supported preschool programs



NUMBER OF CHILDREN SERVED	1995	1996	1997	1998	1999	2000	2001
Missouri Preschool Program						3,904	5,254
Title I Preschools			7,346	7,027	8,546	8,678	8,700 est.
Early Childhood Special Education			6,558	6,924	7,687	8,010	8,036
TOTAL			13,904	13,951	16,233	20,592	21,990 est.

ABOUT THE MEASURE: This information is compiled by the Department of Elementary and Secondary Education, based on end-of-the-year reports submitted by school districts that offer these services. Information about the number of children served in the Title I Preschools during the 2000-01 school year will not be available until December 2001. The Title I enrollment and the total for 2001 are estimates.

Why is this objective important?

Recent research indicates that the early years of a child's life are crucial to the development of language skills and cognitive processes that determine a child's ability to succeed in school. Broad, varied experiences, language development, and the ability to manipulate sounds and recognize the

letters of the alphabet are important indicators that a child will learn to read. Research also shows that all children benefit from quality preschool experiences; however, children with disabilities and developmental delays are likely to benefit the most. Data from the School Entry Assessment indicates that children who experience a center-based early childhood program and whose families have participated in Parents as Teachers are more likely than any other group of children to enter school ready to succeed.

How does Missouri compare to other states and the nation on this measure?

No comparable data have been found yet.

What factors influence this measure?

Awareness and understanding among parents and school personnel of the importance of sustained quality preschool experiences for children

Ability of districts to provide adequate space and support services for preschool programs

Availability of funding affects the number of children that can be served in DESE-sponsored preschools.

What works?

School-based preschools become an integral part of the education program in a community, thus providing for a continuum of quality education experiences. DESE-sponsored preschools have high standards for quality and require certified teachers, developmentally appropriate curriculum, and a teacher-pupil ratio that allows for meeting individual student needs. Missouri Preschool Program preschools also are required to be licensed and accredited.

For more information:

<http://www.dese.state.mo.us/divimprove/fedprog/earlychild/>

Early Childhood Education Section

Division of School Improvement

Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

The Department will disseminate information to school leaders and parents on the benefits of quality preschools.

The Department will encourage districts to reprioritize existing resources to expand preschool opportunities.

KEY PROGRAMS

Missouri Preschool Program

Title I Preschools

Early Childhood Special Education services

KEY OUTCOME: CHILDREN ENTERING SCHOOL READY TO SUCCEED

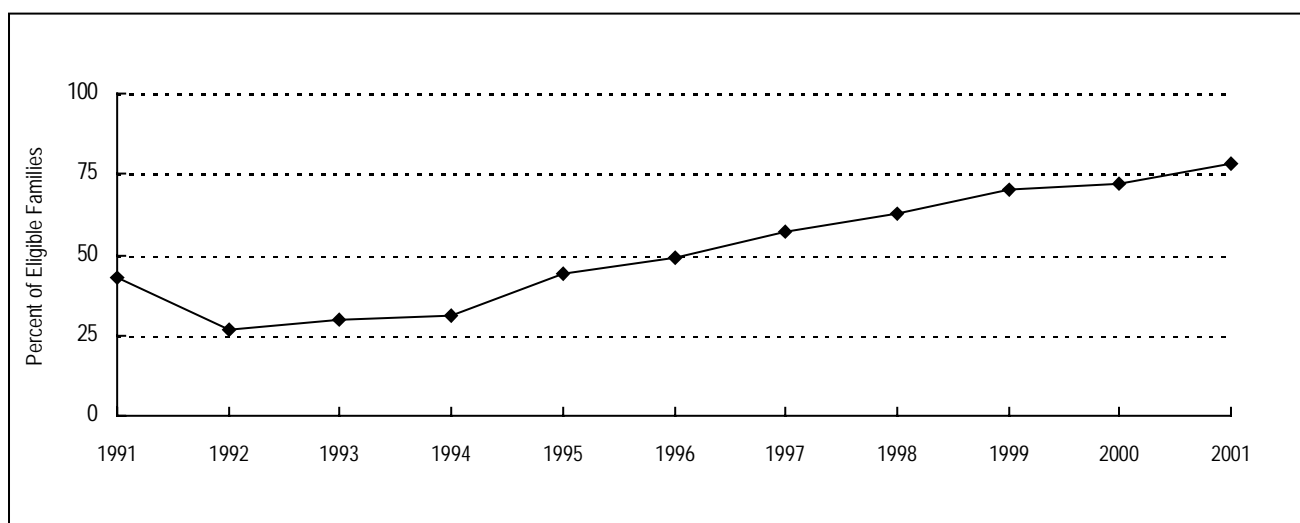
KEY OBJECTIVE 3

Increase from 78 to 85 percent the number of public school kindergartners attending full-day programs, by 2005.

What's the trend?

The percentage of Missouri public school kindergartners enrolled in full-day programs has increased significantly in the 1990s. Full-day kindergarten enrollment is considerably higher in Missouri than it is for the nation as a whole. Much of the growth in Missouri's full-day kindergarten programs is attributed to changes in the basic state-aid formula, approved as part of the state's Outstanding Schools Act of 1993. The new formula allowed "full-funding" for all day kindergartens.

Percent of kindergartners attending full-day programs



Percent of Missouri kindergartners attending full-day programs	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
	27%	30%	31%	44%	49%	57%	63%	70%	72%	78%

NATIONAL COMPARISON : Percent of U.S. kindergartners attending full- day programs				50%	51%	54%	57%	58%	59%	
Number of Missouri districts that don't offer full- day kindergarten or that have low enrollment	286 (53%)	291 (54%)	239 (45%)	166 (31%)	124 (24%)	90 (17%)	74 (14%)	53 (10%)	40 (8%)	33 (6%)

SOURCE: School Core Data, August 2001, and U.S. Census Bureau, Current Population Surveys, 1995-2000

ABOUT THE MEASURE: Information about full-day kindergarten in Missouri public schools is collected through the School Core Data system. Missouri districts with “low enrollment” have 35 percent or fewer kindergartners enrolled in the full-day program. The U.S. Census Bureau collects national data through the Current Population Survey, which is conducted annually in October. The percentages shown are the percentage of public school kindergartners enrolled in full-day programs.

Why is this objective important?

Recent research suggests that many children benefit academically and socially during their primary-grade years from participation in full-day kindergarten programs that are developmentally appropriate. Full-day kindergarten allows children and teachers time to explore topics in depth, provides for greater continuity of day-to-day activities, and provides an environment that favors a child-centered, developmentally appropriate approach. Research also shows that parents favor full-day kindergarten programs, which reduce the number of transitions kindergartners experience in a typical day. (“Full-Day Kindergarten Programs,” Diane Rothenberg, May 1995)

How does Missouri compare to other states and the nation on this measure?

In 2000, 72 percent of Missouri kindergartners attended full-day programs, compared with 59 percent nationally. The number of Missouri kindergartners attending all day was well below the number nationally until the mid-1990s, when Missouri districts were able to expand full-day kindergarten programs with new funding provided by the state’s Outstanding Schools Act of 1993.

What factors influence this measure?

Districts’ ability to provide adequate classroom space, which can be a particular problem in areas with growing student enrollments, and support services

Parent and educator preferences for half-day kindergarten

What works?

Adequate facilities and support services for full-day programs

Parent and educators awareness of the benefits of full-day kindergarten

For more information:

<http://www.dese.state.mo.us/divimprove/fedprog/earlychild/>

Early Childhood Education Section

Division of School Improvement

Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

The Department will advocate for maintaining a dependable flow of basic state aid to support full-day kindergarten programs.

The Department will inform school personnel and parents about the benefits of full-day kindergarten.

The Department will explore the possibility of providing financial assistance to school districts that are trying to expand facilities to accommodate full-day kindergarten programs.

KEY PROGRAMS

The Foundation Program, which gives districts credit for full-day attendance of kindergartners

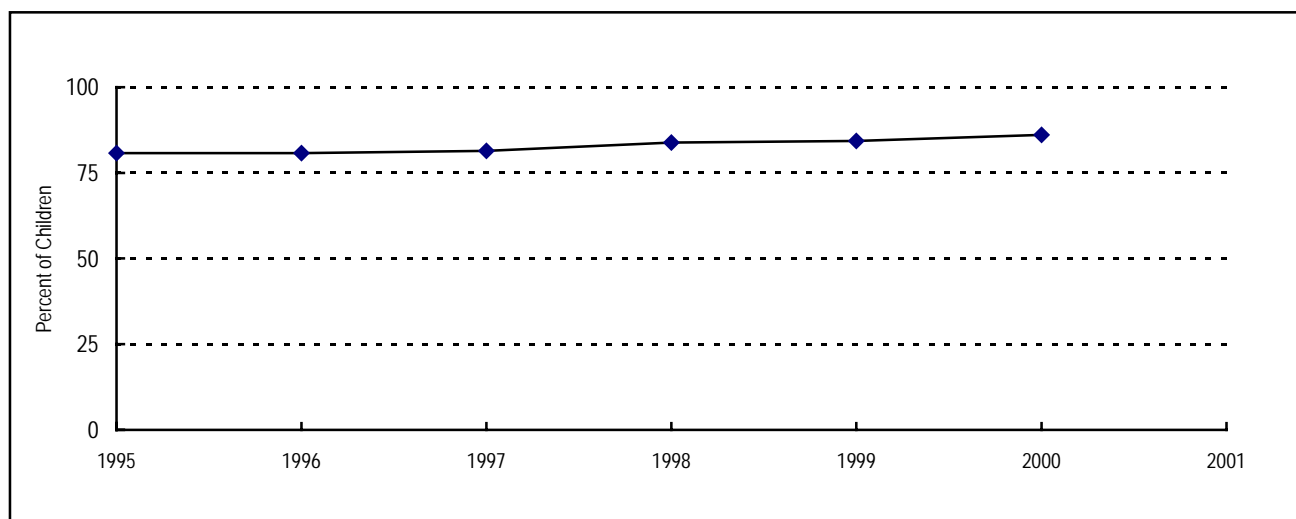
III. KEY OUTCOME

Increased percentage of 18-year-olds with a high school diploma or GED

What's the trend?

Since 1995, Missouri has shown slow, but steady progress in increasing the percentage of 18-year-olds with a high school diploma or General Educational Development (GED) certificate, moving up from 80.7 percent to 86.1 percent.

Percent of 18-year-olds with a high school diploma or GED



Percent of 18-year-olds with a high school diploma or GED	1995	1996	1997	1998	1999	2000	2001
	80.7%	80.7%	81.4%	83.8%	84.3%	86.1%	

ABOUT THE MEASURE: This measure is “Show Me Result No. 11.” Data are provided by the School Core Data, Federal Programs, and Adult Education and Literacy sections, Department of Elementary and Secondary Education. Private school graduation data have only been collected since 1995. Graduation data are not considered final for 10 years.

Why is this outcome important?

A high school diploma or GED credential is key to Missourians meeting their potential, both in terms of economic and educational success. According to the March 1999 “Current Population Reports” (U.S. Census Bureau), 1998 earnings for workers over 18 averaged \$23,594 for a high school graduate. Those potential earnings dropped to \$16,053 for those who didn’t complete high school. Over a lifetime, the societal economic loss of an individual dropping out of high

school is estimated to be \$360,000 in lost wages and productivity, \$90,000 lost in fringe benefits, and \$113-450,000 in non-market losses, according to The Monetary Value of Saving a High Risk Youth (Cohen, Mark A., Owen Graduate School of Management, Vanderbilt University, Nashville, TN).

Educationally speaking, high school completion is a prerequisite to almost every post-secondary educational opportunity. High school or GED completion affects Missouri's ability to achieve the Show Me Results for "Prosperous Missourians," including No. 3 (Increased productivity of firms and farms), No. 4 (Decreased percentage of Missourians receiving public income support), and No. 7 (Increased percentage of Missourians with incomes above 100 percent of the poverty level).

How does Missouri compare to other states and the nation on this measure?

Missouri's slow but steady gains reflect the national trend in high school completion, which has increased only slightly over the last quarter of a century, hovering around 85-86 percent since 1985. Data from Dropout Rates in the United States: 1999 (National Center for Education Statistics) show that 91.6 percent of Missourians, ages 18 through 24, complete high school (average for 1997-99). Completion rates for surrounding states show Iowa at 88.2 percent, Illinois at 86.2 percent, Arkansas at 82.9 percent, and Kansas at 91.6 percent, for the same period, while the rate is 85.5 percent for the nation. Missouri ranks fourth among the states on this school completion measure, which is based on the Current Population Survey, conducted annually by the U.S. Census Bureau.

What factors influence this measure?

The state's investment in programs that encourage students to complete school, such as A+ Schools, alternative schools and other programs for at-risk students, as well as a school accreditation program that holds districts accountable for increasing school completion rates

The recent strong economy, which provides increased job opportunities. Additionally, current labor shortages place pressures on employers to meet staffing needs; this may result in less emphasis on high school credentials.

Other social, environmental, cultural, generational, and health/addiction factors that combine to influence a variety of individual situations affecting school completion and dropout rates

What works?

Missouri School Improvement Program (MSIP). MSIP is the catalyst for a variety of programmatic improvements in Missouri school districts. Districts strive to meet accreditation standards, including a standard for school completion (Standard 10.1). Indicators are monitored, including dropout rates, level of parent involvement, at-risk student identification procedures, and professional development to help staff implement dropout prevention and intervention strategies.

Missouri Adult Education and Literacy (AEL) programs and the state's Dropout Hotline

Caring Communities

The Show-Me Standards and Missouri Assessment Program (MAP). Missouri's standards-based reform efforts are bringing about changes in teaching practices that will benefit all students.

A+ Schools, which provide incentives for local high schools to lower dropout rates and raise academic expectations for all students

Local school district programs to address the needs of at-risk students, funded through "line 14" of the basic state aid formula that was established by Missouri's Outstanding Schools Act of 1993

The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels regarding youth services that affect school retention or GED attainment as well as career success strategies.

Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School to Work Program. Youth served have increased from 3,183 in FY 1999 to 3,656 in FY 2000. These services also are being made available in an increasing number of districts (328 in FY2000, up from 309 in FY 1999).

High Schools That Work (HSTW). This whole-school, research and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards. In February 2001, Missouri joined the High Schools That Work consortium of states. Grants were made available to six pilot Missouri schools for the upcoming 2001-02 school year.

Increased availability of technology in Missouri school districts is helping teachers meet a wide variety of student needs and learning styles, which in turn encourages students to stay in school.

For more information:

<http://www.dese.state.mo.us/divvoted/>

Division of Vocational and Adult Education

Missouri Department of Elementary and Secondary Education

<http://www.dese.state.mo.us/divvocrehab/>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

<http://www.acenet.edu/calec/home.html>

Center for Adult Learning and Educational Credentials

American Council on Education

<http://www.sreb.org/programs/hstw/hstwindex.asp>

High Schools That Work

Southern Regional Education Board

KEY OUTCOME: 18-YEAR-OLDS WITH HIGH SCHOOL DIPLOMA OR GED

KEY OBJECTIVE 1

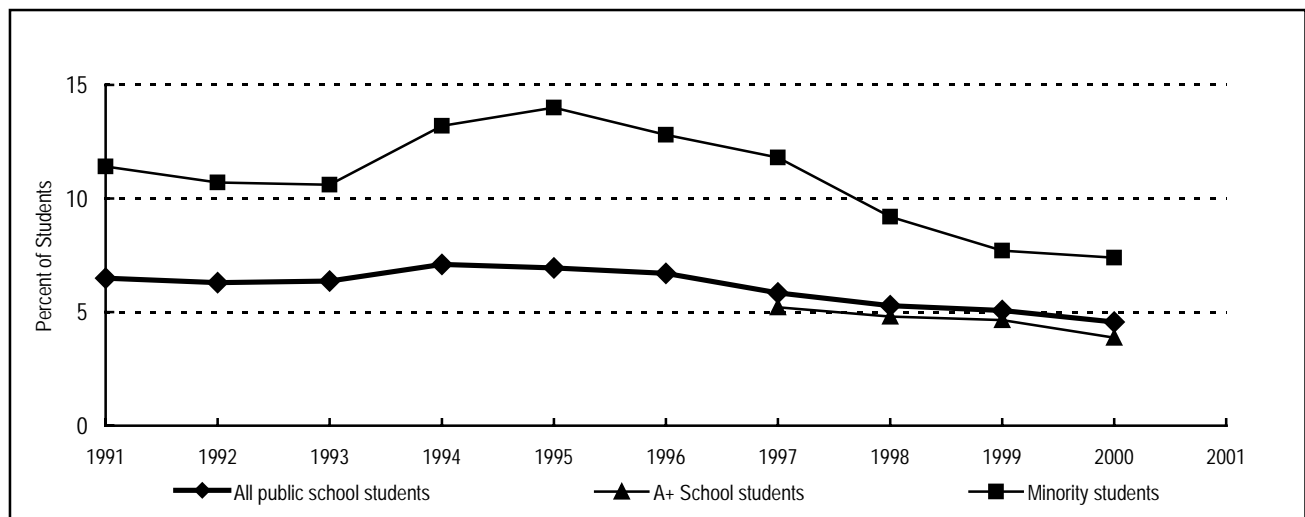
Decrease the state's annual dropout rate to 4 percent by 2005.

What's the trend?

The state's dropout rate has dropped steadily through 2000, to its current rate of 4.57 percent. The rate for minority students, however, remains higher at 7.4 percent. The dropout rate for A+ School students is slightly lower than the state's overall rate—coming in at 3.87 percent for 1999-00.

Breakout data show a larger decrease in the dropout rate for minority students between 1998 and 2000 than for non-minority students. This shows progress in closing the dropout rate gap.

Statewide dropout rate



DROPOUT RATE	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
All public school students	6.49%	6.29%	6.37%	7.10%	6.95%	6.70%	5.84%	5.28%	5.07%	4.57%	
A+ School students							5.21%	4.81%	4.65%	3.87%	
Minority students	11.4%	10.7%	10.6%	13.2%	14.0%	12.8%	11.8%	9.2%	7.7%	7.4%	

students											
Non-minority students								4.7%	4.6%	4.3%	
Gap, minority-non-minority students								4.5%	3.1%	3.1%	

DROPOUT RATE cont'd	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Districts with dropout rates of 5% or greater	172 (38%)	182 (40%)	202 (45%)	216 (48%)	216 (48%)	194 (43%)	147 (33%)	149 (33%)	116 (26%)	109 (24%)	

SOURCE: School Core Data, September 2001

ABOUT THE MEASURE: In the above statistics, non-minority students are “white not Hispanic” and minority students are “black” and “Hispanic.” The dropout rate equals (9-12 dropouts / 9-12 average enrollment) x 100. “Average enrollment” is September enrollment plus transfers-in minus transfers-out minus dropouts added to total September enrollment then divided by two. A preliminary dropout rate for the 2000-01 school year will be available in November. The minority dropout rate will be updated in January 2002, based on statewide technical report No. TAR12.

Why is this objective important?

The KIDS COUNT in Missouri 2000 Data Book (Citizens for Missouri’s Children and Children’s Trust Fund, December 2000) offers three findings that support the importance of this objective:

First, as Missouri shifts to a knowledge-based economy, economic prospects for dropouts will become bleaker, as more and more jobs require advanced skills and technical knowledge. For example, the unemployment rate for dropouts is more than twice that of those who complete high school (“So You Are Thinking About Dropping Out of School,” U.S. Department of Labor, 1996). Many face a lifetime of poverty.

Second, young people who are not in school are much more likely to end up in trouble than those who stay in school. Female dropouts are more likely to become teen parents, and pregnant teens are more likely to drop out of school. Approximately half of the U.S. prison population are dropouts.

Third, dropping out of high school has significant negative consequences for children of dropouts. Children of parents without a high school education are more likely to dropout of school themselves, perpetuating a cycle of diminished opportunities. One-third of these children must repeat a grade. They also require special services and are suspended or expelled more frequently.

Also, unemployment, low self-esteem, and having less than a high school education are characteristics of child abusers, according to the Missouri Department of Social Services’ 1999 Report on Child Abuse and Neglect.

How does Missouri compare to other states and the nation on this measure?

Collecting comparable dropout rates among the states is difficult because states vary in their definitions of dropouts as well as in their methodologies for data collection; however, the National Center for Education Statistics has developed a standard definition and standard data collection procedures that approximately 37 states adhere to and report on. Based on this methodology, Missouri shows a 1997-98 dropout rate of 5.2 percent. Neighboring states adhering to the standardized methodologies for the same period include Kansas, with a dropout rate of 4.2 percent, Iowa with 2.9 percent, and Illinois with 6.9 percent. (NCES will not compute a national rate until all states can be included.)

Relative to the gap between minority and non-minority student dropout rates, no comparable data collection exists state to state. Information gathered on a national basis by the National Center for Education Statistics reflects a trend similar to Missouri, in that rates are decreasing for both groups, but those for minority groups remain higher. Over the past quarter century, dropout rates for minority groups, including black and Hispanic students, remain higher than those for non-minority students.

What factors influence this measure?

The state's investment in programs that encourage students to complete school, such as A+ Schools, alternative schools and other programs for at-risk students, as well as a school accreditation program that holds districts accountable for increasing school completion rates

The recent strong economy, which provides increased job opportunities. Additionally, current labor shortages place pressures on employers to meet staffing needs; this may result in less emphasis on high school credentials.

Other social, environmental, cultural, generational, and health/addiction factors that combine to influence a variety of individual situations affecting dropout rates

What works?

Missouri School Improvement Program (MSIP). MSIP is the catalyst for a variety of programmatic improvements in Missouri school districts. Districts strive to meet accreditation standards, including a standard for school completion (Standard 10.1). Indicators are monitored, including dropout rates, level of parent involvement, at-risk student identification procedures, and professional development to help staff implement dropout prevention and intervention strategies.

Missouri Adult Education and Literacy (AEL) programs and the state's Dropout Hotline

Caring Communities

The Show-Me Standards and Missouri Assessment Program (MAP). Missouri's standards-based reform efforts are bringing about changes in teaching practices that will benefit all students.

A+ Schools, which provide incentives for local high schools to lower dropout rates and raise academic expectations for all students

Local school district programs to address the needs of at-risk students, funded through "line 14" of the basic state aid formula that was established by Missouri's Outstanding Schools Act of 1993

The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels regarding youth services that affecting school retention or GED attainment as well as career success strategies.

Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School to Work Program. Youth served have increased from 3,183 in FY 1999 to 3,656 in FY 2000. These services also are being made available in an increasing number of districts (328 in FY2000, up from 309 in FY 1999).

High Schools That Work (HSTW). This whole-school, research and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards. In February 2001, Missouri joined the High Schools That

Work consortium of states. Grants were made available to six pilot Missouri schools for the upcoming 2001-02 school year.

Increased availability of technology in Missouri school districts is helping teachers meet a wide variety of student needs and learning styles, which in turn encourages students to stay in school.

“Read to Be Ready. Students who learn to read well in elementary school will be more likely to succeed in school, and therefore less likely to drop out.

Programs that facilitate community or cultural support systems, such as school-business partnerships

For more information:

<http://www.dese.state.mo.us/divimprove/coredata/index.html>

Division of School Improvement, School Core Data Section

Missouri Department of Elementary and Secondary Education

<http://nces.ed.gov/>

National Center for Education Statistics

KEY STRATEGIES

The Department will investigate applying for the “GED Option” program for high schools.

The Department will communicate with high school counselors and administrators about the difficulty, challenge and commitment the GED test presents to potential candidates, as a means of encouraging school retention and completion.

The Department will provide resources to sustain and expand initiatives that encourage all youth to complete high school.

The Department will evaluate districts’ efforts to reduce the dropout rate through the Missouri School Improvement Program.

The Department will work to improve reliability of required dropout reports.

The Department will improve the process that districts use to report dropout data, including the procedures for disaggregating data for racial/ethnic minority groups.

The Department will provide in-service and professional development programs that will enable educators to better understand and adapt to individual student learning styles and instructional needs.

The Department will improve communication with citizens, members of the education community, and policymakers about statewide school improvement initiatives and efforts to reduce the dropout rate.

The Department will provide professional development geared specifically to the learning styles and cultures of racial/ethnic-minority students.

The Department will focus resources toward school districts with high concentrations of racial/ethnic-minority students to assist them in decreasing the dropout rate of racial/ethnic-minority students using strategies recommended in “Raising the Bar-Closing the Gap” (Missouri Department of Elementary and Secondary Education, December 1997).

KEY PROGRAMS

A+ Schools

Local district programs for at-risk students, funded through “line 14” of the basic state aid formula that was established by Missouri’s Outstanding Schools Act of 1993

Alternative Vocational Learning Centers

Missouri School Improvement Program

Transition from School to Work Program, operated by the Division of Vocational Rehabilitation

Read to Be Ready grant program

Title I

School and Business/Community Partnerships

Caring Communities

English-as-a-Second-Language Programs

KEY OUTCOME: 18-YEAR-OLDS WITH HIGH SCHOOL DIPLOMA OR GED

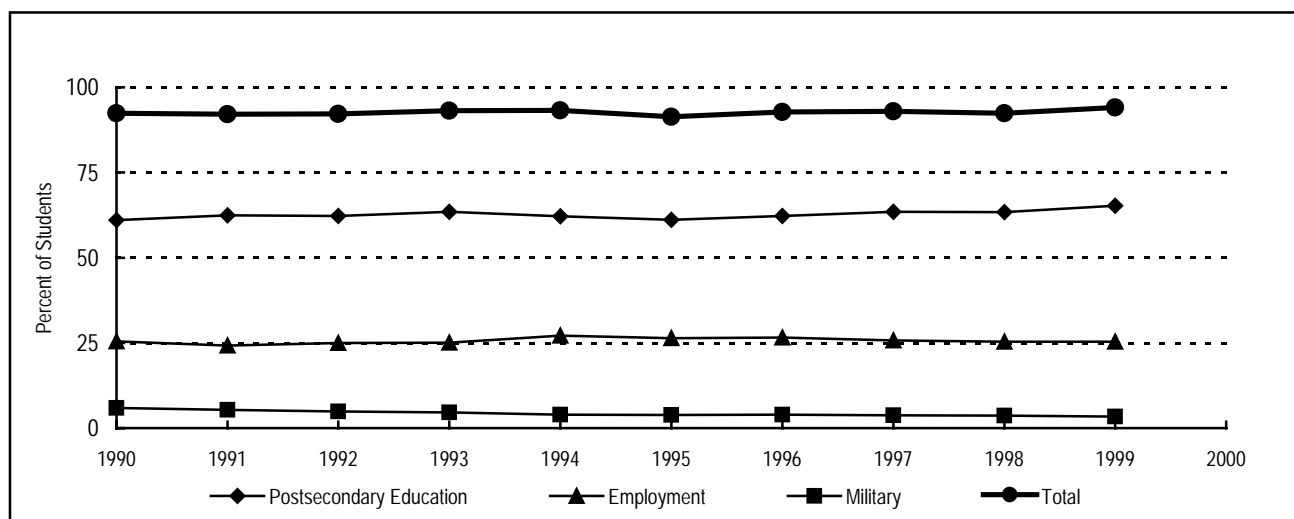
KEY OBJECTIVE 2

Increase from 94 percent to 96 percent the number of high school graduates who report entering postsecondary education, employment or the military, by 2006.

What's the trend?

Missouri high school graduate analysis has shown nearly stationary levels of graduates entering the military and employment, directly after high school. Gains have been realized since 1996, in the number of graduates entering post-secondary education, particularly in the number of graduates entering two-year institutions, which grew from 8,524 in 1996 to 11,289 in 1999. At least part of this growth can be attributed to the A+ Schools program, which provides eligible students with tuition, books and fees to attend Missouri public community colleges or vocational technical schools.

Percent of high school graduates entering postsecondary education, employment or the military



GRADUATE FOLLOW-UP	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Postsecondary Education	60.99%	62.45%	62.27%	63.46%	62.14%	61.13%	62.26%	63.45%	63.33%	65.21%	
Employment	25.42%	24.22%	24.98%	25.06%	27.10%	26.36%	26.58%	25.77%	25.38%	25.41%	
Military	5.94%	5.38%	4.89%	4.65%	3.97%	3.83%	3.92%	3.74%	3.66%	3.43%	
TOTAL	92.35%	92.05%	92.14%	93.17%	93.21%	91.32%	92.76%	92.96%	92.37%	94.05%	

SOURCE: School Core Data, July 2001

ABOUT THE MEASURE: Students entering postsecondary education include those who entered accredited two- and four-year colleges and universities; those who entered non-accredited postsecondary programs are not included. School districts must track graduates to meet Missouri School Improvement Program Standard 9.4 (“The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.”) Graduate follow-up information is reported in June of the year after students graduate. In this chart, the data are presented by graduating class, e.g., 65.21 percent of the 1999 graduating class enrolled in postsecondary education, according to statewide technical report No: TAR12.

Why is this objective important?

Future goals of Missouri students have a direct impact on high school retention and completion rates. Employment, military enlistment, or entry into postsecondary education are all indicators that students have positioned themselves in high school to attain additional skill and knowledge through hands-on or formal training settings.

How does Missouri compare to other states and the nation on this measure?

Comparable data are not available at this time.

What factors influence this measure?

Skill sets obtained during high school may not provide employability for available jobs.

Both geographic and financial accessibility may pose barriers for entering postsecondary education.

What works?

A+ Schools. Students in Missouri's A+ high schools can earn the opportunity to pursue a two-year degree, with paid tuition, books and fees, at a Missouri public community college or vocational technical school.

The 1998 Workforce Investment Act (WIA). As a result of WIA, there is increased interagency collaboration and cooperation at the state and local levels, regarding youth services affecting career success strategies.

Missouri Vocational Rehabilitation. Vocational Rehabilitation offers services to high school-aged youth with disabilities through the Transition from School to Work Program.

High Schools That Work (HSTW). This whole-school, research and assessment-based reform effort for grades 9 through 12 was established by the Southern Regional Education Board in 1987. The effort offers a framework of goals, key practices and key conditions for accelerating student learning and raising standards. In February 2001, Missouri joined the High Schools That Work consortium of states. Grants were made available to six pilot Missouri schools for the upcoming 2001-02 school year.

Vocational education and occupational technical training leading to postsecondary education and/or employment

Missouri Comprehensive Guidance Program

Carl D. Perkins Vocational and Technical Education Act of 1998 and accompanying performance standards for secondary vocational education (see chart on next page) have provided both funding and incentives for Missouri's vocational institutions to continually improve performance. At least two of the seven performance standards will have a direct impact on students' ability to successfully enter post-secondary education, the workforce, or military, while also advancing the likelihood of obtaining a high school diploma or GED. These standards include vocational and technical skill attainment, (the percent of students who master 80 percent or more of technical skills) and placement (the percent of students who were placed in employment, continuing education or entered the military).

CARL D. PERKINS SECONDARY PERFORMANCE STANDARDS	FY 2000 (actual)	FY 2001 (projected)	FY 2002 (projected)	FY 2003 (projected)
Vocational & Technical Skill Attainment % of students mastering 80% or more of technical skills	77.13%	86.75%	87.25%	87.75%
Placement % of students who are placed in employment, continuing education or enter military	91.28%	90.21%	90.71%	91.21%

SOURCE: Division of Vocational and Adult Education, August 2001

For more information:

<http://www.dese.state.mo.us/divvoted/>

Division of Vocational and Adult Education

Missouri Department of Elementary and Secondary Education

<http://www.dese.state.mo.us/divvocrehab/>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

<http://www.ed.gov/offices/OVAE/vocsite.html>

Office of Vocational and Adult Education

U.S. Department of Education

<http://www.sreb.org/programs/hstw/hstwindex.asp>

High Schools That Work

Southern Regional Education Board

<http://www.works.state.mo.us/index.html>

Missouri WORKS

Missouri Department of Economic Development

KEY STRATEGIES

The Department will promote implementation and continued use of Missouri's Comprehensive Guidance Program by providing in-service training for school district personnel.

The Department will support establishment, maintenance, and expansion of initiatives that encourage youth and adults to complete high school, attain higher levels of postsecondary education, and prepare for and enter careers.

The Department, with input from business and industry, will continue to identify knowledge and skills (academic, employability, independent living, and technical) critical to entry-level employment and share the information with partnering agencies.

The Department will support and expand initiatives that integrate academic and vocational education to prepare youth for employment, military service, or postsecondary education.

The Department will support the effective use of existing and new technologies to facilitate service delivery for youth and adults, including those with disabilities.

The Department will continue to collaborate with other state agencies to establish a comprehensive system of work force preparation.

The Department will establish cooperative agreements linking education, career preparation, and transition to employment services for all youth and adults, including those with disabilities.

The Department will support strategies for youth with disabilities that promote parental involvement, improvements in Individualized Education Program (IEP) development, and linkages with the business community.

The Department will coordinate and provide electronic linkages to Missouri Career Centers.

KEY PROGRAMS

Transition from School to Work Program, operated by the Division of Vocational Rehabilitation

Work Force Investment Act education provider list

High Schools That Work

Missouri's Comprehensive Guidance Program

A+ Schools

State and federally funded vocational education programs, including the Carl D. Perkins Vocational and Technical Education Act of 1998

IV. KEY OUTCOME

Improved performance of career preparation, employment, work force advancement, and independent living programs

What's the trend?

State fiscal year 2001 is the first year that federal performance standards have been in place for the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act and the Vocational Rehabilitation Act. Agency efforts are focused on the continuous improvement of individual program performance. (see tables on pages 66-69 for complete standards)

Why is this outcome important?

In 1998, Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998 and the Workforce Investment Act (containing the Adult Education and Family Literacy Act and the Vocational Rehabilitation Act). These laws hold states accountable for meeting certain performance standards in adult education, vocational education, and vocational rehabilitation. Missouri must meet these standards to maintain current funding and qualify for incentive funds.

Failure to address these challenges will leave youth and adults in our state without access to the quality education and support they need to achieve their career objectives and to contribute to Missouri's economic prosperity. Without a strong work force, we cannot attract and keep business and industry—and jobs. Without jobs, Missourians will be unable to support their families and build their communities. With higher unemployment rates would come greater dependence on public assistance, more widespread poverty and higher crime rates.

Community-based living options for persons with disabilities are more cost-effective than nursing facilities, promote independence and productivity among persons with disabilities, and lead to the integration and full inclusion of persons with disabilities in the mainstream of society.

Independent Living services help individuals with disabilities manage their own affairs, participate in day-to-day life in the community, fulfill a range of social roles, and make decisions that lead to self-determination and the minimization or elimination of physical and psychological dependence on others.

Consumer-Directed Personal Care Assistance services are provided by a personal care attendant to persons with disabilities who are at least 18 years old and can direct their own care by hiring, training and supervising their attendant. The services enable the person with a disability to accomplish tasks that they would normally do for themselves if they did not have a disability, such as routine tasks and activities of daily living that allow the person to reside in their own home rather than a nursing facility.

Output Measures		1999 (actual)	2000 (actual)	2001 (projected)	2002 (projected)
Adult Education	Total number of students in AEL classes	55,225	56,464	55,838	56,970
Vocational Rehabilitation	Number of eligible persons with physical and/or mental disabilities	31,241	31,045	31,700 ¹	31,372 ¹
	Number of Social Security disability claims processed	89,403	73,232	77,000 ²	79,500 ²
	Number receiving Independent Living services	4,449	5,454	6,598	7,257
	Number receiving Personal Care Assistance services ³	240	513	1,847 ⁴	4,000
Vocational Education	Number of adults placed	1,264	1,505	1,480	1,480
	Number of postsecondary occupational students placed	2,849	2,873	2,827	2,827
	Number of adult employees acquiring improved occupation skills through customized training	33,884	38,540	32,547 ⁵	24,900 ⁶

¹ Projections will be affected by the new federal definition of employment outcomes. This new definition will exclude individuals who choose to enter sheltered employment. See Objective 2, "What's the trend?" for additional information.

² prototypes (no reconsiderations)

³ state fiscal year data

⁴ actual number served, not projection

⁵ change in data collection method

⁶ reflects budget reductions/withholdings

SOURCE: Division of Vocational and Adult Education & Division of Vocational Rehabilitation, August 2001

How does Missouri compare to other states and the nation on this measure?

Data from other states on the Carl Perkins vocational and technical education program will not be available until late summer 2001. When available, however, it is doubtful that comparisons can be made because each state has negotiated different performance levels. States also are taking a variety of approaches to testing and data collection. At best, comparisons may be drawn between Missouri and states using similar testing and data collection methodologies.

The state's vocational rehabilitation program ranks seventh in the nation in the percent of participants achieving employment after receiving services. Missouri's rate of 69.27 percent can be compared to a national standard of 55.8 percent and the rates for the following border states: Iowa, 50.93; Illinois, 65.81; Arkansas, 68.51; Kansas, 65.99; Nebraska, 55.52.

Missouri Disability Determinations Services (DDS) has continuously ranked in the top ten in all claims adjudicative areas. The Missouri DDS is participating in a Social Security Administration prototype redesign process with nine other states. Currently, in the prototype, Missouri's initial claims accuracy rate of 93.4 percent is ranked sixth in performance. In processing time, Missouri's FY 2001 rate of 86 days for the Title II program tied for fourth, and the Title XVI program, with 87 days, ranked fourth among the ten prototype states. This processing time is up from the FY 1999 rate of 58 and 59 days for Title II and Title XVI, respectively. The additional adjudicative requirements of the prototype process have accounted for the increase in processing time as predicted.

The Independent Living program has standards and assurances that are used in evaluating compliance indicators, including provision of independent living core services, as well as other services such as PCA. Each year, the Division of Vocational Rehabilitation must submit a compliance report to document how these standards are met. Due to the flexibility allowed for states to meet individual assurance categories and the option for states to provide these services directly or by contract or grant, it would be difficult to compare data between states.

What factors influence this measure?

Fluctuations in the national, state and local economy affect job placement and retention measures for all three federal/state programs. Further, the cost of postsecondary education impacts student participation and retention in postsecondary education.

Success in Adult Education and Literacy and Vocational Rehabilitation programs can be affected by access to reliable transportation and childcare services.

Budget constraints may cause an "order of selection" process that would reduce the number of individuals served by Vocational Rehabilitation.

Federal standards are new. State and local programs are responding as rapidly as possible. Issues such as the appropriateness of data and the accuracy of data are still being addressed.

Academic success in the Perkins program is impacted by professional development, or lack of it, for both technical and academic teachers.

Academic success in adult education and literacy also is affected by professional development and by a large influx of English-as-a-Second-Language customers. In the last three years, ESL customers have increased from 13 to 18 percent of the total number served. Many of these customers are not literate in their native language. Retention of ESL customers is a major problem for AEL programs.

The number of Social Security Disability claims filed has increased by about 8 percent since the last fiscal year. This is due in part to the aging "baby boomer" population. The status of the economy has some impact on the number of claims filed. With the increase of requirements to adjudicate the disability claims, recruitment and retention of qualified staff becomes an issue. Sufficient staff, caps on the number of full-time employees, and the availability of other jobs within the economy all influence client services.

Budget constraints directly impact the number of individuals that can be served through the Independent Living and Personal Care Assistance programs.

What works?

Coordination and collaboration with state agency partners at the state and local levels aids in increasing customer access to services and providing comprehensive support services where needed.

Carl Perkins activities benefit from continued input and dialog with postsecondary institutions on data quality and integrity. A focus on program improvement and coordination with Regional Technical Education Committees (RTECs) improves the delivery of technical training at all

levels. In addition, articulation agreements between secondary and postsecondary schools reduce the cost and time in training for customers who take advantage of such training. Further, Enhancement Grants for high-demand occupations improve program services, equipment and teacher training that positively impacts program performance.

Vocational Rehabilitation focuses on the continuous development of qualified staff. While master's-level counselors are employed, a comprehensive staff training effort supported by a federal grant provides staff with the latest tools and techniques. Specialized case management of target populations, such as the deaf and those with traumatic brain injury or spinal injuries, improves client services.

Adult Education and Literacy finds that flexibility in open-entry/open-exit delivery of services and the number of full service and satellite locations aids customers in accessing services and their retention in services. While instruction is highly individualized, the lower the academic or English proficiency level of the student the greater the need for individualized instruction. This instruction can be delivered by professional staff or by trained volunteers. Professional development

opportunities have been improved and increased. Additional emphasis has been placed on incorporating ESL instructional techniques in the beginning teachers' workshop and increasing the ESL workshops available to teachers in the summer. Technology is utilized to meet a variety of learning styles and student needs.

The Disability Determinations Services continues to focus on qualified staff experienced in all levels of case adjudication. A collaborative effort is maintained with the parent agency, Vocational Rehabilitation, through a referral procedure for claimants who could benefit from educational and/or job-training services.

Budget constraints directly impact the number of individuals that can be served through the Independent Living and Personal Care Assistance programs.

The Independent Living and Personal Care Assistance programs work closely with the Department of Social Services, Department of Health and Senior Services and Department of Mental Health to provide meaningful choices and quality services to consumers. The interagency collaboration allows consumers to have a choice of individualized, comprehensive services through the service delivery model that best meets their individual needs. Resource sharing provides a cost-effective approach to promoting independent living in the most integrated community setting appropriate to a consumer's support requirements and preferences.

For more information:

<http://www.dese.state.mo.us/divvoced/>

Division of Vocational and Adult Education

Missouri Department of Elementary and Secondary Education

<http://www.dese.state.mo.us/divvocrehab/>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

**KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT
& INDEPENDENT LIVING****KEY OBJECTIVE 1**

Increase the percentage of students who report that they have achieved their goals in the Adult Education and Literacy program, with emphasis on pre-post test scores and performance of English-as-a-Second-Language (ESL) students.

What's the trend?

The U.S. Department of Education establishes performance standards for adult education and literacy primarily based on the attainment of participant goals. (see page 69 for Adult Education and Literacy Performance Standards) The requirements for the goals and measures are set out in the National Reporting System. Examples of goals include improving academics, obtaining a GED, enrolling in postsecondary education, and obtaining employment. By meeting participant goals the state's Adult Education and Literacy program will meet performance standards negotiated with the U.S. Department of Education.

	FY 1999 (actual)	FY 2000 (actual)	FY 2001 (actual)	FY 2002 (projected)
Percent of AEL participants reporting that they have achieved their primary or secondary goal(s)	NA	NA	41%	43%
Percent of AEL students that are pre- and post-tested	37%	41%	44%	46%
Percent of ESL students completing ESL Beginning Literacy level	9%	3%	16%	21%
Percent of ESL students completing ESL Beginning level	11%	11%	17%	22%

SOURCE: Division of Vocational and Adult Education, Adult Education and Literacy Section, August 2001

ABOUT THE MEASURES: Data is based on students participating in AEL program for 12 hours or more.

Why is this objective important?

By meeting participant goals, the state's Adult Education and Literacy program will meet performance standards negotiated with the U.S. Department of Education.

How does Missouri compare to other states and the nation on this measure?

This performance measure has just recently been required by the National Reporting System. Consistent and reliable data from other states is not available at this time. Missouri has shown progress in goal identification, development and attainment.

What factors influence this measure?

Local AEL program staff work with the incoming participant to identify the appropriate goals. Use of effective assessment tools and communication skills by local program staff with the participant are critical to the proper identification of participant goals. Since AEL is a voluntary program for participants, retaining the student in adult education and literacy activities is equally critical. The longer the participant remains in the program, the greater their likelihood of attaining certain goals, such as academic attainment or GED. Some goals, such as employment and retention of employment, may be dependent upon the local economy. Local staff must create an appropriate environment for all students and have classes conveniently located to encourage participant retention.

What works?

Adult Education and Literacy finds that flexibility in open-entry/open-exit delivery of services and the number of full-service and satellite locations aids customers in accessing services and their retention in services. While instruction is highly individualized, the lower the academic or English proficiency level of the student the greater the need for individualized instruction. This instruction can be delivered by professional staff or by trained volunteers.

Professional development opportunities for staff have a positive impact on student retention and goal achievement. Missouri is placing additional emphasis on incorporating English-as-a-Second-Language instructional techniques in the beginning teachers' workshop and increasing the ESL workshops available to teachers in the summer of 2001.

The use of appropriate technology aids in meeting a variety of learning styles and student needs, e.g., providing AEL services through "GED Online."

Activities such as Family Literacy bring together adults in AEL and their school or non-school age children to focus on reading and learning.

Work-based education programs, both on employer sites and off-site, aid in attaining employment goals and retaining employment.

For more information:

<http://www.dese.state.mo.us/divvoted/>

Division of Vocational and Adult Education

Missouri Department of Elementary and Secondary Education

<http://www.ed.gov/offices/OVAE/adusite.html>

Office of Vocational and Adult Education

U.S. Department of Education

<http://www.oei-tech.com/nrs/>

National Reporting System

KEY STRATEGIES

The Department will develop a training program to assist AEL customers in goal development while considering their roles as family members, community participants, workers and lifelong learners.

The Department will provide support through a non-threatening learning environment (school or career center for on-site learning; home, workplace or library for on-line learning) for learners to develop the skills to use English accurately and appropriately.

The Department will promote assessment activities to monitor learner progress and follow-up toward advancement to other training programs, employment, post-secondary education, self-sufficiency, attainment of a secondary school diploma, and other individual goals.

The Department will provide additional resources and support to second language acquisition and integration with relevant life experiences by emphasizing development of critical thinking, problem solving and other culturally specific skills necessary for self-sufficiency.

KEY PROGRAMS

Missouri AEL Resource Center

GED Online

American Community Education System (ACES reporting system)

Family Literacy with ESL Focus

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT
& INDEPENDENT LIVING

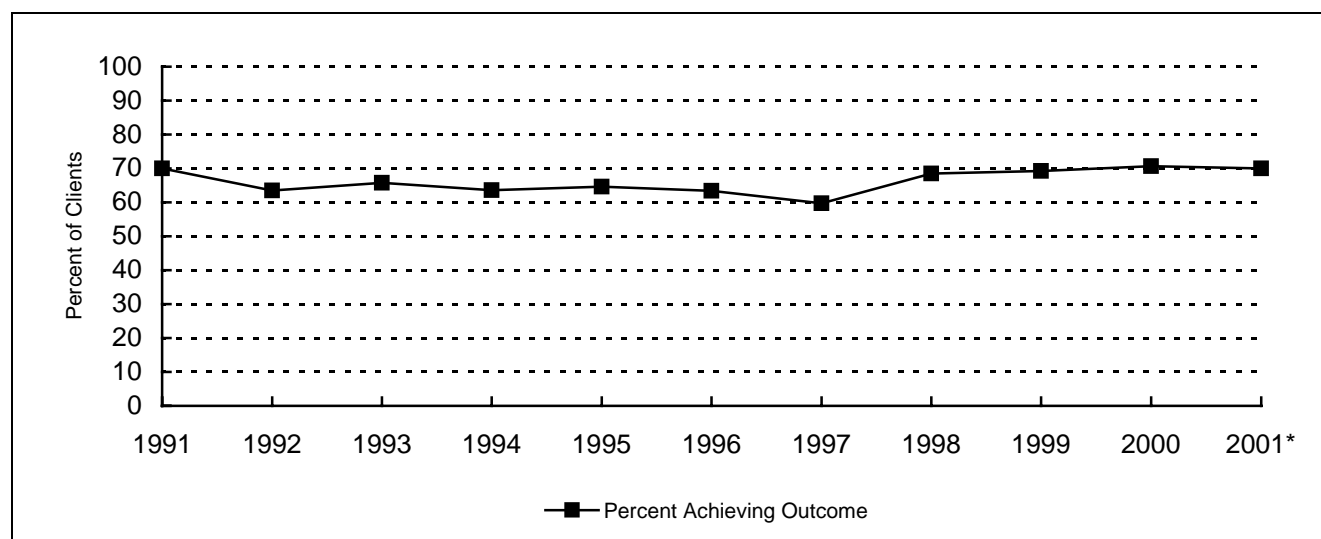
KEY OBJECTIVE 2

Increase the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services, from 70.7 percent to 71 percent, by 2003.

What's the trend?

At the beginning of FY 2000, the state's vocational rehabilitation program ranked seventh in the nation in the percent of participants achieving employment outcomes after receiving services. While our trend line has been increasing slightly, changes in the definition of employment outcomes at the federal level may impact our ability to retain the current rate. In the past, individuals who chose to work in a sheltered workshop were counted as having achieved an employment outcome. Effective October 1, 2001, the new definition of employment outcome will exclude sheltered employment. This definition will include only employment in the competitive labor market that is performed in an integrated setting. Staff and stakeholder agencies will need to continue to focus on expanding integrated employment opportunities for all participants.

Percent of Vocational Rehabilitation clients who achieve
an employment outcome after receiving services



	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001*
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Percent of VR clients who achieve an employment outcome after receiving services	70.0 %	63.5 %	65.8 %	63.6 %	64.6 %	63.4 %	59.7 %	68.5 %	69.3 %	70.7 %	70%
Number of VR clients who achieve an employment outcome after receiving services	4,860	4,408	4,686	5,068	5,151	5,063	4,423	5,420	5,612	5,734	5,000

*projected

SOURCE: Division of Vocational Rehabilitation, September 2001

ABOUT THE MEASURE: Beginning in 2001, projections will be affected by the new federal definition of employment outcomes, which will exclude individuals who choose to enter sheltered employment. See Objective 2, "What's the trend?" for more information.

Why is this objective important?

Reaching a competitive and integrated employment outcome is a primary goal for the state's vocational rehabilitation program. When individuals obtain competitive employment, research shows that dependence on public assistance is reduced or eliminated, greatly saving state and federal resources. In addition, these individuals pay taxes and are provided with skills and knowledge to support themselves and their families in the future. Failure to address this objective will impact the state's ability to meet the program's federal performance measures.

How does Missouri compare to other states and the nation on this measure?

The state's vocational rehabilitation program ranks seventh in the nation in the percent of participants achieving employment after receiving services. Missouri's rate of 69.27 percent can be compared to a national standard of 55.8 percent and the rates for the following border states: Iowa, 50.93; Illinois, 65.81; Arkansas, 68.51; Kansas, 65.99; Nebraska, 55.52.

What factors influence this measure?

Availability of jobs in the participant's community

Availability of support services, such as guidance and counseling, child care and transportation

Access to community-supported employment services

Access to training and education opportunities

Availability of assistive technology services

Collaboration of the Missouri Career Center partner organizations as well as other related agencies

Availability of qualified rehabilitation professionals to serve individuals with disabilities in every county in Missouri

What works?

A collaborative, team approach to providing client assistance, which can be fostered by joint training and development of state and stakeholder staff (client advocacy groups, community rehabilitation staff and others) on assisting clients with informed choices and providing information and opportunities about employment.

Considering recipients of Social Security Disability benefits to be automatically eligible for vocational rehabilitation services. This significantly reduces the time necessary for vocational rehabilitation counselors to verify and determine eligibility and reduces the time necessary for an individual to reach an employment outcome.

Use of "preliminary eligibility" to permit some individuals to be served more quickly and to re-enter the labor market sooner.

Collaboration with secondary schools on the Transition from School-to-Work program to assist high students with disabilities in finding and retaining post-high school employment.

Developing cooperative relationships with Independent Living Centers to provide employment support services and address independent living issues.

For more information:

<http://www.dese.state.mo.us/divvocrehab/>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

Missouri State Rehabilitation Council Annual Report, FY 2000

KEY STRATEGIES

Provide assistive technology for clients to use in the workplace or in training.

Increase the number of secondary schools participating in the Transition from School-to-Work program.

Utilize federal funding to expand community-based services and services with Missouri Career Centers.

Coordinate more closely with Missouri Career Centers (One-Stops) for placement services.

Continue utilizing the Division Strategic Plan Teams to recommend strategies to assist persons with disabilities.

Encourage more community rehabilitation service programs to expand community-based sites for situational vocational assessments.

Deploy the MORIS computer-based case management system so that staff spend less time with paperwork and more time assisting clients in obtaining employment outcomes.

Increase the pool of eligible individuals utilizing training tuition and fees by changing the division's financial guidelines. (To increase this pool of individuals, the division has amended financial guidelines; eligible individuals falling within 180%-300% of the established poverty level are now eligible to receive additional services related to tuition and fees.)

KEY PROGRAMS

Federal Ticket-to-Work Program

Transition from School to Work Program

Supported Employment Program

Community Rehabilitation Programs

Independent Living Centers

Missouri Career Centers

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE
ADVANCEMENT & INDEPENDENT LIVING

KEY OBJECTIVE 3

Maintain a decision accuracy rate of 96 percent and a “turn-around” time of 86 days or less in processing an estimated 79,500 Social Security Disability claims by the end of the fiscal year 2002.

What’s the trend?

The number of Social Security Disability claims filed has increased by about 8 percent since the last fiscal year. This is due in part to the aging “baby boomer” population. The status of the economy has some impact on the number of claims filed. With the increase in requirements to adjudicate the disability claims, recruitment and retention of qualified staff becomes an issue. Sufficient staff, caps on the number of full-time employees, and the availability of other jobs within the economy all influence client services.

Disability Claim Processing Standards	FY 1999 (actual)	FY 2000 (actual)	FY 2001 (projected)	FY 2002 (projected)	FY 2003 (projected)
Accuracy Rate	93%	96.1%	97%	96%	96%
Processing Time	59 days	75 days	86 days	86 days	86 days

SOURCE: Division of Vocational Rehabilitation, Disability Determinations, March 2001

ABOUT THE MEASURE: Effective October 1999, Missouri Division of Disability Determinations began a new method of adjudication by combining the initial process with the reconsideration process. This new process results in a longer processing time because it includes a conference with each person being denied benefits at the “initial” level of adjudication. Information presented in this table is calculated on an annual basis. Data related to the Social Security prototype process, which is presented below, is calculated on a rolling basis.

Why is this objective important?

An estimated 70,000 Missourians, based on Social Security workload estimates, will have determinations of disability made by the program in FY02. Funding and staffing provide quality decisions in a timely manner for Missouri citizens. If funding is not granted, many affected Missourians who are qualified for assistance would have determinations pending the Social Security Administration’s outcome of how to best serve those persons with disabilities.

How does Missouri compare to other states and the nation on this measure?

Missouri Disability Determinations Services (DDS) has continuously ranked in the top ten in all claims adjudicative areas. The Missouri DDS is participating in a Social Security Administration prototype redesign process with nine other states. Currently, in the prototype, Missouri's initial claims accuracy rate of 93.4 is ranked sixth in performance. In processing time, Missouri's FY 2001 rate of 86 days for the Title II program tied for fourth, and the Title XVI program with 87 days ranked fourth among the ten prototype states. This processing time is up from the FY 1999 time of 58 and 59 days for Title II and Title XVI, respectively. The additional adjudicative requirements of the prototype process have accounted for the increase in processing time, as predicted.

What factors influence this measure?

The type and level of claims received can influence processing time. Initial Title II/Title IX or Concurrent Claims, Continuing Disability Review (CDR) claims, and hearings can all factor into the processing of Social Security disability claims. Other factors include, but are not limited to, the availability of current medical evidence, the need to purchase additional medical, timely responses from the medical community, request to the claimant, and changes in policy.

What works?

Disability Determinations Services continues to focus on qualified staff, experienced in all levels of case adjudication. A collaborative effort is maintained with the parent agency, Vocational Rehabilitation, through a referral procedure for claimants who could benefit from educational and/or job-training services.

For more information:

<http://www.dese.state.mo.us/divvocrehab/>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

<http://eis.ba.ssa.gov/eis/index.htm>

KEY STRATEGIES

Maintain a well-qualified and well-trained work force.

Fully utilize available funding from the Social Security Administration.

KEY PROGRAMS

Disability Determinations Services

**KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE
ADVANCEMENT & INDEPENDENT LIVING**

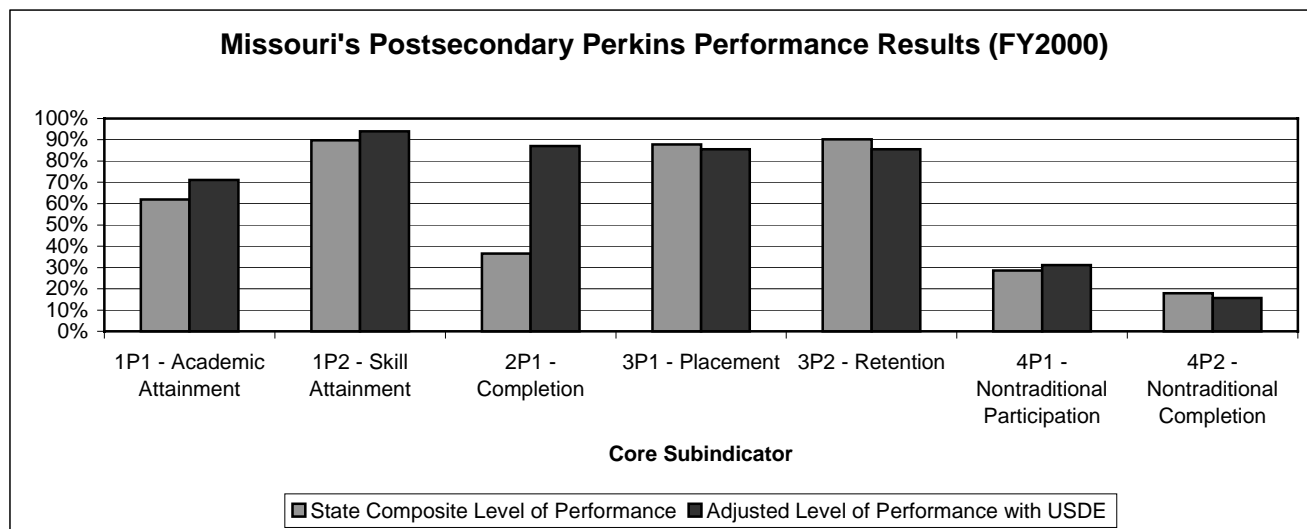
KEY OBJECTIVE 4

Increase performance of vocational-technical education programs at the postsecondary and adult levels.

What's the trend?

When Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998, the accountability measures became the cornerstone of vocational-technical education. It immediately became necessary for each state to put an accountability system in place, which would not only meet federal requirements but would also assist states in utilizing data for program improvement efforts.

The Department negotiated levels of performance with the U.S. Department of Education, Office of Vocational and Adult Education. Based on those negotiated levels and the data submitted by each local education agency, the following graph depicts Missouri's achievement during FY 2000, (year one of the new accountability system).



SOURCE: Division of Vocational and Adult Education, Administration and Accountability Section, September 2001

ABOUT THE MEASURES: see above

Why is this objective important?

The Division of Vocational and Adult Education is responsible for the administration of state and federally funded vocational-technical education programs, services and activities within the state. The vocational education delivery system consists of 451 comprehensive high schools, 57

area vocational-technical schools, one state technical college, 12 community colleges with 17 campuses, seven four-year institutions and two state agencies.

If the state and the local education agencies do not meet or exceed performance standards, there is a possibility of a decline in the amount of federal dollars that are available to the state; however, meeting and/or exceeding performance standards could mean additional federal dollars for the state.

How does Missouri compare to other states and the nation on this measure?

Data from other states on the Carl D. Perkins accountability measures will not be available until late summer 2001. When this data is made available to Congress, it is likely that comparisons between states will not be able to be made because each state could negotiate different performance levels. In addition, states also are taking a variety of approaches to testing and data collection. It is likely that comparisons may be drawn between Missouri and states using similar testing and data collection methodologies.

What factors influence this measure?

Quality of data collected

The ability of districts to collect data in a timely manner

Follow-up of students

What works?

The U.S. Department of Education's Office of Vocational and Adult Education continues to provide extensive technical assistance and in-service activities designed to assist states in developing and enhancing state accountability systems. Additional emphasis will be placed in the next year on how states can provide technical assistance to local education agencies on the effective use of data for program improvement.

In order to provide good technical assistance to local education agencies, a team of nine staff members have been trained to provide leadership and technical assistance on a regular basis as local education agencies continue to implement their accountability strategies. In addition, staff present at various conferences and meetings to assist local education agencies with their data collection efforts.

For more information:

<http://www.ed.gov/offices/OVAE/vocsite.html>

United States Department of Education

Office of Vocational and Adult Education

<http://www.dese.state.mo.us/divvoted/>

Missouri Department of Elementary and Secondary Education

Division of Vocational and Adult Education

KEY STRATEGIES

The Department will implement the approved state plan.

The Department will continue to collaborate with other state agencies to establish a comprehensive system of work force preparation.

The Department will establish cooperative agreements linking education, career preparation, and transition to employment services for adults, including those with disabilities.

The Department will support the effective use of existing and new technologies to facilitate service delivery for adults, including those with disabilities.

The Department will support customized training, short-term training and basic skills training in the workplace and at other locations to improve worker skills and employer productivity.

The Department will implement a web-based Perkins application, which will allow for a less complicated submission process at the local level and a more timely review/approval process at the state level.

The Department will prepare and make available a “Best Practices” publication in web-based or hard-copy form to all local education agencies. The publication will contain examples from local education agencies of key activities and new and innovative concepts being used to assist in meeting and/or exceeding the levels of performance.

Department staff will continue to participate in U.S. Department of Education technical assistance and inservice activities.

Department staff will continue to provide technical assistance and inservice to local education agencies.

KEY PROGRAMS

Vocational-Technical Enhancement Grant Program

Articulation Agreements

Tech Prep/Applied Academics

A+ Schools

High Schools That Work

Missouri School Improvement Program (MSIP)

**KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE
ADVANCEMENT & INDEPENDENT LIVING**

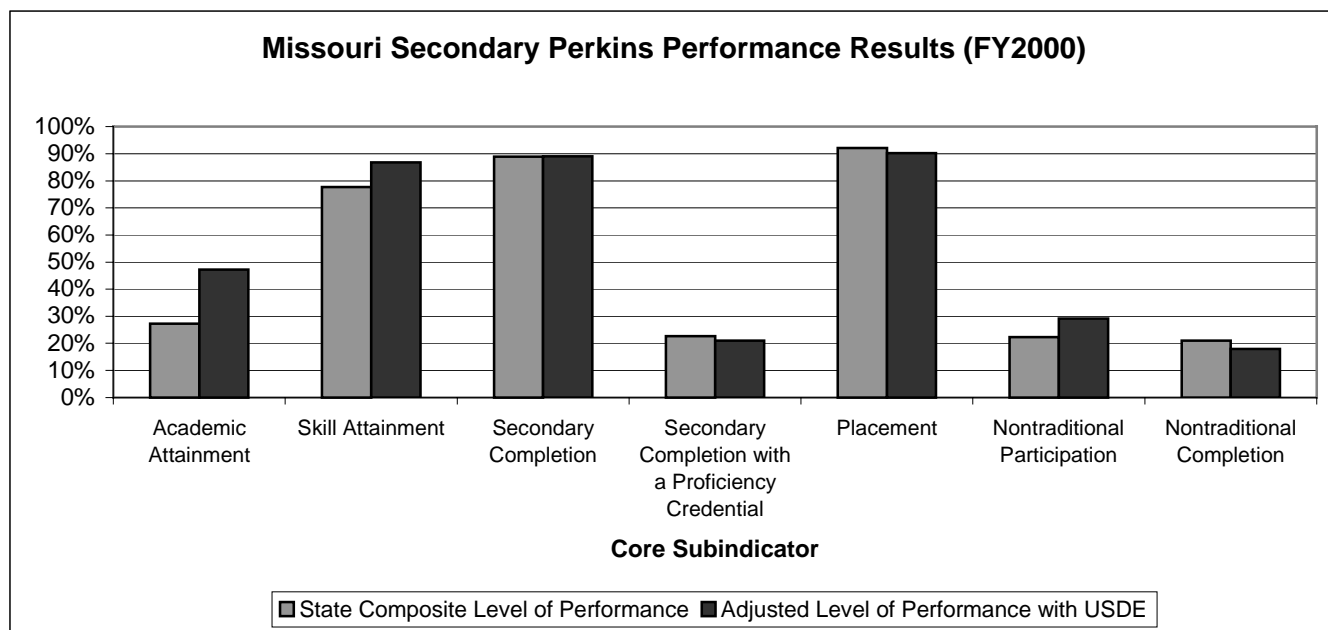
KEY OBJECTIVE 5

Increase performance of vocational-technical education programs
at the secondary level.

What's the trend?

When Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998, the accountability measures became the cornerstone of vocational-technical education. It immediately became necessary for each state to put an accountability system in place, which would not only meet federal requirements but would also assist states in utilizing data for program improvement efforts.

The Department negotiated levels of performance with the U.S. Department of Education, Office of Vocational and Adult Education. Based on those negotiated levels and the data submitted by each local education agency, the following graph depicts Missouri's achievement during FY 2000, (year one of the new accountability system).



SOURCE: Division of Vocational and Adult Education, Administration and Accountability Section, September 2001

ABOUT THE MEASURES: see above

Why is this objective important?

The Division of Vocational and Adult Education is responsible for the administration of state and federally funded vocational-technical education programs, services and activities within the state. The vocational education delivery system consists of 451 comprehensive high schools, 57 area vocational-technical schools, one state technical college, 12 community colleges with 17 campuses, seven four-year institutions and two state agencies.

If the state and the local education agencies do not meet or exceed performance standards, there is a possibility of a decline in the amount of federal dollars that are available to the state; however, meeting and/or exceeding performance standards could mean additional federal dollars for the state.

How does Missouri compare to other states and the nation on this measure?

Data from other states on the Carl Perkins vocational and technical education program will not be available until late summer 2001. When available, however, it is doubtful that comparisons can be made because each state has negotiated different performance levels. States also are taking a variety of approaches to testing and data collection. At best, comparisons may be drawn between Missouri and states using similar testing and data collection methodologies.

What factors influence this measure?

Quality of data collected

The ability of districts to collect data in a timely manner

Follow-up of students

What works?

The US Department of Education's Office of Vocational and Adult Education continues to provide extensive technical assistance and in-service activities designed to assist states in developing and enhancing state accountability systems. Additional emphasis will be placed in the next year on how states can provide technical assistance to local education agencies on the effective use of data for program improvement.

In order to provide good technical assistance to local education agencies, a team of nine staff members have been trained to provide leadership and technical assistance on a regular basis as local education agencies continue to implement their accountability strategies. In addition, staff present at various conferences and meetings to assist local education agencies with their data collection efforts.

For more information:

<http://www.ed.gov/offices/OVAE/vocsite.html>

United States Department of Education

Office of Vocational and Adult Education

<http://www.dese.state.mo.us/divvoked/>

Missouri Department of Elementary and Secondary Education

Division of Vocational and Adult Education

KEY STRATEGIES

The Department will implement the approved state plan.

The Department will continue to collaborate with other state agencies to establish a comprehensive system of work force preparation.

The Department will implement a web-based Perkins application, which will allow for a less complicated submission process at the local level and a more timely review/approval process at the state level.

The Department will prepare and make available a “Best Practices” publication in web-based or hard copy form to all local education agencies. The publication will contain examples from local education agencies of key activities and new and innovative concepts being used to assist in meeting and/or exceeding the levels of performance.

Department staff will continue to participate in US Department of Education technical assistance and inservice activities.

Department staff will continue to provide technical assistance and inservice to local education agencies.

KEY PROGRAMS

Vocational-Technical Enhancement Grant Program

Articulation Agreements

Tech Prep/Applied Academics

A+ Schools

High Schools That Work

Missouri School Improvement Program (MSIP)

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE ADVANCEMENT & INDEPENDENT LIVING
KEY OBJECTIVE 6

Increase the number of persons with significant disabilities who receive Independent Living Services by 20 percent, from 6,598 (FY 2001) to 7,980, by 2003.

What's the trend?

The Division of Vocational Rehabilitation administers the Independent Living grant program through a statewide network of 21 Centers for Independent Living (CILs). The trend has been to increase the number of persons with significant disabilities receiving Independent Living services each year. This has been accomplished through the addition of new centers, outreach activities and through the expansion of the consumer-directed Personal Care Assistance (PCA) program. With the passage of flexible funding language in HB 1111, the PCA program has experienced tremendous growth this past year. Due to budgetary constraints, a request for a new CIL was not funded and the PCA flexible funding option may not be fully funded.

	FY1999 (actual)	FY 2000 (actual)	FY 2001 (projected)	FY 2002 (projected)	FY 2003 (projected)
Number of persons with significant disabilities who receive Independent Living Services	4,449	5,454	6,598	7,257	7,980

Number of persons with significant disabilities who receive Personal Care Assistance services	240	513	1,847 ²	4,000	6,400
Number of persons with significant disabilities to transition from nursing facilities to the community who receive CD-PCA services (cumulative) ¹	NA	15	33 ²	60	93

¹ data reported for state fiscal year

² actual number served, not projection

SOURCE: Division of Vocational Rehabilitation, September 2001

ABOUT THE MEASURE: Data about the numbers of individuals receiving Independent Living Services are reported in the Federal Independent Living 704 Report.

Why is this objective important?

Centers for Independent Living provide an array of services that include the four core services of information and referral, advocacy, peer counseling, and independent living skills training to consumers within their communities. Programs and services provided by the CILs result in consumers

Accessing community resources to manage their own personal needs

Educating community leaders to promote equal access and improve the quality of life for all community members

Having access to and developing alternative community resources to lessen the monetary strain on state and local service agencies

Independent living skills training enhances the quality of life for persons with disabilities and fosters inclusion in community life. These services benefit persons with disabilities by allowing them to live with greater independence and to direct and be responsible for their own lives in a more cost-effective manner.

How does Missouri compare to other states and the nation on this measure?

There are no national reporting databases or standards for the Independent Living and Personal Care Assistance programs. With the passage of flexible funding language in HB 1111, the PCA program has experienced tremendous growth in the past two years.

What factors influence this measure?

Budget constraints directly impact the number of individuals that can be served through the Independent Living and Personal Care Assistance programs.

Availability of public transportation and accessible housing

Systemic barriers in federal and state Medicaid regulations

What works?

The Independent Living and Personal Care Assistance programs work closely with the Department of Social Services, Department of Health and Senior Services and Department of Mental Health in order to provide meaningful choices and quality services to our consumers. The interagency collaboration allows consumers to have a choice of individualized, comprehensive services through the service delivery model that best meets their individual needs. Resource sharing provides a cost-effective approach to promoting independent living in the most integrated community setting appropriate to a consumer's support requirements and preferences.

Developing and sustaining partnerships at the governmental and local level with consumer involvement to insure that effective strategies are designed to improve on-going supports in the community that are necessary to sustain independence and inclusion.

For more information:

<http://www.dese.state.mo.us/divvocrehab/>

Division of Vocational Rehabilitation

Missouri Department of Elementary and Secondary Education

KEY STRATEGIES

The Department will investigate and develop options for increasing the number of persons with significant disabilities in nursing facilities that choose to transition to community-based living.

The Department will identify resources and develop initiatives that expand statewide Independent Living Services.

The Department will continue to collaborate with other state agencies to establish a comprehensive system of personal care assistance.

The Department will work with the CILs to promote self-advocacy, peer counseling, independent living skills training, and information and referral to facilitate independent living options for consumers in their communities.

KEY PROGRAMS

Missouri Senate Bill 236

Missouri House Bill 1111

Olmstead Supreme Court Ruling

Federal-State Home & Community-Based Services

**KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE
ADVANCEMENT & INDEPENDENT LIVING**

Performance Measures for Missouri

SECONDARY PROGRAMS

CARL D. PERKINS SECONDARY PERFORMANCE STANDARDS	FY 2000 (actual)	FY 2001 (projected)	FY 2002 (projected)	FY 2003 (projected)
Academic Attainment % of students who score in the top 3 levels of MAP	26.78%	47.19%	48.19%	49.19%
Vocational and Technical Skill Attainment % of students who master 80% or more of technical skills	77.13%	86.75%	87.25%	87.75%
Completion % of students who complete vocational education and earn a diploma or GED	88.69%	80.09%	80.59%	81.09%
Completion w/Credential % of students who earn a diploma and receive a proficiency credential	22.70%	21.00%	22.00%	23.00%
Placement % of students who are placed in employment, continuing education or enter military	91.28%	90.21%	90.71%	91.21%
Nontraditional Participation % of under-represented genders who participate in nontraditional programs	22.18%	29.10%	30.10%	31.10%
Nontraditional Completion % of under-represented genders who complete a nontraditional program	20.94%	17.95%	18.95%	19.95%

SOURCE: Division of Vocational and Adult Education, August 2001

**KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE
ADVANCEMENT & INDEPENDENT LIVING**

Performance Measures for Missouri

POSTSECONDARY PROGRAMS

CARL D. PERKINS POSTSECONDARY PERFORMANCE STANDARDS	FY 2000 (actual)	FY 2001 (projected)	FY 2002 (projected)	FY 2003 (projected)
Academic Attainment % achieving at least the 55 th percentile on a nationally normed academic achievement test	61.94%	71.17%	72.17%	73.17%
Vocational and Technical Skill Attainment % mastering 80% or more of technical skills	89.71%	94.02%	92.02%	92.52%
Completion % of students who complete program	36.54%	87.09%	87.59%	88.09%
Placement % of students who are placed in employment, continuing education or enter military	87.80%	85.49%	85.99%	86.49%
Retention % of students who were placed in employment and were retained one year later	90.15%	85.49%	85.99%	86.49%
Nontraditional Participation % of under-represented genders participating in nontraditional programs	28.66%	31.09%	32.09%	33.09%
Nontraditional Completion % of under-represented genders completing nontraditional programs	17.89%	15.70%	16.70%	17.70%

SOURCE: Division of Vocational and Adult Education, August 2001

**KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE
ADVANCEMENT & INDEPENDENT LIVING**

Performance Measures for Missouri

VOCATIONAL REHABILITATION PROGRAMS

VOCATIONAL REHABILITATION PERFORMANCE STANDARDS	FY 2000 (actual)	FY 2001 (projected)	FY 2002 (projected)	FY 2003 (projected)
Number achieving employment compared to prior period <u>Required Standard:</u> meet or exceed previous year results	5,734	**5,000	**5,200	**5,300
Percent achieving employment after receiving services <u>Required Standard:</u> 55.8%	70.7%	70%	70.5%	71%
Percent achieving competitive employment outcomes <u>Required Standard:</u> 72.6%	73.3%	81%	90%	90%
Percent of individuals with significant disabilities achieving competitive employment outcomes <u>Required Standard:</u> 62.4%	67.11%	70%	70%	70%
Ratio of exit wage of participants to state average pay <u>Required Standard:</u> .52	.58	.60	.61	.62
Of all the individuals exiting the VR program in competitive employment, the difference in the percent of individuals reporting income as their primary source of support and the percent of those at application who report income as their primary source of support <u>Required Standard:</u> 53	53%	55%	55%	55%
The service rate for all individuals with minority backgrounds as a ratio to the service rate for all non-minority individuals with disabilities <u>Required Standard:</u> .80	.77	.80	.80	.80

NOTE: The descriptions of the standards are abbreviated for this report. In order to achieve successful performance on Evaluation Standard #1 (employment), VR must meet or exceed the

performance levels for four of the six performance indicators in the evaluation standard, including meeting or exceeding the performance levels for two of the three primary indicators (# 1.3, 1.4 and 1.5). To achieve successful performance on evaluation standard 2 (equal access), VR must meet or exceed the performance level for performance indicator 2.1.

** The federal definition of employment outcome is being changed to include only integrated employment at minimum wage or above, therefore excluding sheltered employment outcomes.

SOURCE: Division of Vocational Rehabilitation, March 2001

KEY OUTCOME: CAREER PREPARATION, EMPLOYMENT, WORK FORCE
ADVANCEMENT & INDEPENDENT LIVING

Performance Measures for Missouri

ADULT EDUCATION AND LITERACY PROGRAMS

ADULT EDUCATION AND LITERACY PERFORMANCE STANDARDS	FY 2000 (actual)	FY 2001 (projected)	FY 2002 (projected)	FY 2003 (projected) ²
% Entered at and completed Beginning ABE Literacy Level (0-1.9 GE)	24.1%	16%	21%	NA
% Entered at and Completed Beginning Basic Education Level (2.0-3.9 GE)	27.5%	18%	23%	NA
% Entered at and completed Low Intermediate Basic Education Level (4.0-5.9 GE)	25.9%	20%	25%	NA
% Entered at and Completed High Intermediate Basic Education Level (6.0-8.9 GE)	26.6%	23%	26%	NA
% Entered at and Completed Low Adult Secondary Education Level (9.0-10.9 GE)	50%	67%	71%	NA
% Entered at and Completed High Adult Secondary Education Level (11.0-12.9 GE)	27%	71%	73%	NA
% Entered at and Completed ESL Beginning Literacy Level	3%	16%	21%	NA
% Entered at and Completed ESL Beginning Level	11%	17%	22%	NA
% Entered at and Completed ESL Intermediate Low Level	19%	18%	25%	NA
% Entered at and Completed ESL Intermediate High Level	25%	20%	26%	NA
% Entered at and Completed ESL Low Advanced Level	37%	20%	27%	NA
% Entered at and Completed ESL High Advanced Level	14%	29%	29%	NA
% Entered Postsecondary Education or Training	3,085 ¹	22%	24%	NA
% of Unemployed Enrollees Who Obtained Employment	34%	22%	26%	NA
% Retained Employment or Advanced on Job	1,382 ¹	25%	26%	NA
% Obtained a GED or High School Diploma	5,311 ¹	71%	73%	NA

¹ Numbers used in FY2000, not percents.

² Performance for FY 2003 has not been negotiated with the federal office as of this date.

SOURCE: Division of Vocational and Adult Education, August 2001